REPORT RESUMES

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COLLEGE TEACHERS AND COLLEGE TEACHING. THIRD SUPPLEMENT. (1962-1964).

BY- LITTON, MAURICE L. STICKLER, W. HUGH

SOUTHERN REGIONAL EDUCATION BOARD, ATLANTA, GA.

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THIS ANNOTATED BIBLIOGRAPHY CONTAINS 1,363 ENTRIES ON COLLEGE AND UNIVERSITY FACULTY MEMBERS AND INSTRUCTIONAL METHODS. THE GENERAL TOPIC ENTRIES ARE CLASSIFIED AS (1) GENERAL AND REFERENCE, (2) RECRUITMENT AND SELECTION, (3) INSTITUTIONAL STATUS, (4) TEACHING CONDITIONS, (5) TEACHING METHODS--GENERAL, AND (6) TEACHING METHODS--SPECIAL FIELDS. (HW)

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Third Supplement

compiled by
Maurice L. Litton and
W. Hugh Stickler

College Teachers *and* College Teaching

Southern Regional
Education Board
●
1967

EA 000 985

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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College Teachers *and* College Teaching

A Third Supplement to the annotated bibliography by Walter Crosby Eells on college and university faculty members and instructional methods, 1957

Maurice L. Litton
W. Hugh Stickler

Southern Regional Education Board
130 Sixth Street, N.W. · Atlanta, Georgia 30313

1967

FOREWORD

One of the last professional commitments of the late Walter Crosby Eells was an agreement with the Southern Regional Education Board to prepare a third supplement to his 1957 annotated bibliography, College Teachers and College Teaching. Although Dr. Eells could not discharge this commitment, the research staff of SREB were determined to continue production of the bibliographical series which in a few short years has become such a widely used tool by students of many higher educational subjects. Fortunately, a team of educational researchers was found which proved equal to the task. Drs. Maurice L. Litton and W. Hugh Stickler have made it possible for the Board to issue the present volume, which continues the system of documentation begun by Eells on topics having to do with college teaching in the United States.

The College Teachers and College Teaching series illustrates the interest and concern of the Southern Regional Education Board in promoting the understanding of issues affecting all of American higher education. While there are many aspects of faculty supply, demand, retention and development which are peculiar to the South, institutions in the region compete in a national personnel market. This fact gives continuing urgency to efforts to solve such special regional problems as that of unfavorable faculty salary differentials which still prevail for most categories of colleges and universities in the South.

WINFRED L. GODWIN, Director
Southern Regional Education Board

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INTRODUCTION

Historical Statement

The original edition of College Teachers and College Teaching was published in July 1957. It contained annotated references to 2,665 publications which appeared for the most part in the 12-year period 1945-1956 inclusive. The First Supplement was published in June, 1959 and contained references to 1,103 publications which appeared chiefly in the two years, 1957 and 1958. The Second Supplement, containing references to 1,888 publications which appeared in the three year period 1959-1961, was published in 1962. The original bibliography and the first two supplements were prepared by the late Walter Crosby Eells.

Need for a Third Supplement

The need for a bibliography in the field of college teachers and the methods of teaching followed by them was well stated by Dr. Eells in the original volume in 1957. It may be well to repeat a portion of that statement:

> Hundreds of books and thousands of articles have been written during the present century regarding various aspects of higher education in the United States--history, organization, administration, finance, curriculum, personnel, teaching methods. One recent writer states that there have been more than 3000 in the past ten years. Some of this material is only of transient interest, some now chiefly of historical value. Much of it, however, especially during the past decade, is of distinct importance to those who are charged with the responsibility for formulating and carrying out plans to meet the impelling problems of the next decade in higher education--or it would be important if there were some convenient guide to the location and contents of this mass of information. It is the purpose of this bibliography to furnish such a guide for certain phases of the field of higher education which are of particular interest and significance at the present time.
>
> More than 1800 institutions of higher education, with an enrollment of some three million students are found in the United States today with faculty members that number approximately a quarter of a million individuals. Conservative estimates indicate that the enrollments in these institutions will probably come close to doubling in the next decade. Some educators feel that even these estimates are too low. Higher educational authorities are already painfully cognizant of the implications of what has often been called the oncoming 'tidal wave' of students and even now are making intensive plans for meeting the situation posed by these estimates. Such estimates, of course, imply the prospective need for a vast increase in the number of members of the teaching staffs of our colleges and universities. And these needed new staff members cannot be prepared and secured overnight.
>
> Adequate plans to meet these needs involve a consideration of many aspects of faculty personnel policies--adequate preparation, supply and demand, methods of recruitment, and conditions of college and university life especially in such vital matters as salary, security, working load, opportunities for advancement, and provisions for retirement. In order to plan more intelligently for these and other phases of faculty personnel conditions, it is desirable to be familiar with the significant studies, recommendations, and judgments expressed by competent educators during the past decade. This decade has witnessed numerous experiments and adjustments to changed and changing conditions in these and related fields.

During the 10 years since this statement was written the number of institutions of higher education has increased approximately 15 per cent, enrollment has doubled, and total faculty has increased approximately 75 per cent. Indications are that these upward trends will continue.

More significant, perhaps, for this publication is a shift of emphasis that may be taking place in the university today.

> The last ten years, beginning with Sputnik, represent a period when the overriding concern of higher education has been with research and graduate education. For the next decade, however, as can be predicted from the evolving policies of Federal agencies, private foundations, and the universities themselves, and as is underlined by the current spasms of student unrest, the primary concern of college educators will be with teaching. Just as the postwar university had to rediscover its mission of "creating the future" through scholarly and scientific research, so today we must again turn our attention to the primary educational function of the university.[1]

Number of Entries

The number of entries per year, 454, is not as high as in the earlier documents. There are several reasons: (1) summaries and references to published material were not included if the original was annotated, (2) references to foreign teachers and foreign teaching were omitted, and (3) library facilities readily available to the authors were not as extensive as those available to Dr. Eells.

Method of Compilation and Presentation

In general the method of compilation used by Dr. Eells was followed. For detailed information on compilation, fields included and excluded, organization of material, and other features, users of this *Third Supplement* are referred to the "Introduction" in the original volume. There has been some shift of emphasis. The authors of this supplement have not emphasized the cross referencing of material. Nor have they indicated the relative importance of the articles.

The same classification plan has been used with one change. The section "Teaching Machines," introduced in the *Second Supplement*, has been expanded to "Teaching Machines and Programed Instruction." It is represented in this volume by 58 entries and 15 cross references.

The entries in the present supplement have been numbered consecutively from No. 5657 to No. 7020, thus providing for continuity in the four volumes and facilitating references to the original and the first two supplements.

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[1] Allan M. Cartter, "University Teaching and Excellence," *Improving College Teaching*, ed. Calvin B. T. Lee (Washington, D.C.: American Council on Education, 1967), p. 149.

Year of Publication

The number of entries in this supplement, published in the year indicated, is as follows:

1962 - 448
1963 - 446
1964 - 469

Journals

One hundred thirty-seven (137) periodicals are cited in this supplement. These journals, with places of publication, are listed pages xi-xiii.

Acknowledgements

The authors are indebted to many persons. The greatest debt is to Walter Crosby Eells for the inspiration we have received from the masterful work done in the original edition and the first two supplements. We are honored to follow such a workman.

Miss Anne Meyrose and Mr. Donald Winandy, graduate students at The Florida State University, were diligent assistants and did much of the work of locating and annotating the articles. The members of the staff of the Robert Manning Strozier Library were helpful at all times.

A special word of thanks is extended to Mrs. Gail M. Crider, Research Assistant at Southern Regional Education Board, for many helpful suggestions in readying the material for publication.

MAURICE L. LITTON
W. HUGH STICKLER

Tallahassee, Florida

PERIODICALS CITED

Adult Educ., Adult Education, Chicago, Ill.

Agric. Educ. Mag., Agricultural Education Magazine, Danville, Ill.

America, America, New York, N.Y.

AAUP Bull., American Association of University Professors Bulletin, Washington, D.C.

Amer. Bus. Educ., American Business Education, Storrs, Conn.

Amer. Jour. Nursing, American Journal of Nursing, New York, N.Y.

Amer. Jour. Pharm. Educ., American Journal of Pharmaceutical Education, Pullman, Wash.

Amer. Jour. Physics., American Journal of Physics, New York, N.Y.

Amer. Music Teach., American Music Teacher, Cincinnati, Ohio

Amer. Psych., American Psychologist, Washington, D.C.

Amer. Sch. & Univ., American School and University, New York, N.Y.

Amer. Sch. Board Jour., American School Board Journal, Milwaukee, Wis.

Amer. Voc. Jour., American Vocational Journal, Washington, D.C.

Arith. Teacher, Arithmetic Teacher, Washington, D.C.

Art Educ., Art Education, Washington, D.C.

Art Jour., Art Journal, New York, N.Y.

Audio-visual Com. Review, Audio-visual Communications Review, Washington, D.C.

Audiovisual Instr., Audiovisual Instruction, Washington, D.C.

Balance Sheet, Balance Sheet, Cincinnati, Ohio

Bus. Educ. Forum, Business Education Forum, Washington, D.C.

Bus. Educ. World, Business Education World, New York, N.Y.

Bus. Week, Business Week, New York, N.Y.

Calif. Educ., California Education, Sacramento, Calif.

Calif. Jour. Educ. Research, California Journal of Educational Research, Burlingame, Calif.

Cath. Educ. Review, Catholic Educational Review, Washington, D.C.

Cath. Lib. World, Catholic Library World, Villanova, Pa.

Cath. Sch. Jour., Catholic School Journal, Milwaukee, Wis.

Chem. & Eng. News, Chemical and Engineering News, Washington, D.C.

Clear. House, Clearing House, New York, N.Y.

Coll. & Res. Lib., College and Research Libraries, Chicago, Ill.

Coll. & Univ., College and University, Allentown, Pa.

Coll. & Univ. Bulletin, College and University Bulletin, Washington, D.C.

Coll. & Univ. Bus., College and University Business, Chicago, Ill.

Coll. & Univ. Jour., College and University Journal, Washington, D.C.

Coll. English, College English, Champaign, Ill.

Commentary, Commentary, New York, N.Y.

Daedalus, Daedalus, Boston, Mass.

Diss. Abstracts, Dissertation Abstracts, Ann Arbor, Mich.

Educ., Education, Boston, Mass.

Educ. Digest, Education Digest, Ann Arbor, Mich.

Educ. Forum, Educational Forum, Tiffin, Ohio

Educ. Horizons, Educational Horizons, Concord, Mass.

Educ. Leadership, Educational Leadership, Washington, D.C.

Educ. Record, Educational Record, Washington, D.C.

Educ. Screen & AV Guide, Educational Screen and AV Guide, Chicago, Ill.

Educ. Theatre Jour., Educational Theatre Journal, Washington, D.C.

Educ. Theory, Educational Theory, Urbana, Ill.

English Lang. Teach., English Language Teaching, London, England

French Review, French Review, Baltimore, Md.

German Quart., German Quarterly, New York, N.Y.

Grad. Jour., Graduate Journal, Austin, Texas

Harvard Educ. Review, Harvard Educational Review, Cambridge, Mass.

High School Jour., High School Journal, Chapel Hill, N.C.

Higher Educ., Higher Education, Washington, D.C.

Hispania, Hispania, Greencastle, Ind.

Horizon, Horizon, New York, N.Y.

Improv. Coll. & Univ. Teach., Improving College and University Teaching, Corvallis, Ore.

Jour. App. Psych., Journal of Applied Psychology, Washington, D.C.

Jour. Bus. Educ., Journal of Business Education, Wilkes-Barre, Pa.

Jour. Chem. Educ., Journal of Chemical Education, New York, N.Y.

Jour. Coll. & Univ. Teach., Journal of College and University Teaching

Jour. Coll. Placement, Journal of College Placement, Bethelehem, Pa.

Jour. Commun., Journal of Communication, Fresno, Calif.

Jour. Counseling Psych., Journal of Counseling Psychology, Columbus, Ohio

Jour. Dental Educ., Journal of Dental Education, Chicago, Ill.

Jour. Dev. Read., Journal of Developmental Reading, Lafayette, Ind.

Jour. Educ. Psych., Journal of Educational Psychology, Washington, D.C.

Jour. Educ. Research, Journal of Educational Research, Madison, Wis.

Jour. Eng. Educ., Journal of Engineering Education, Urbana, Ill.

Jour. Exp. Educ., Journal of Experimental Education, Madison, Wis.

Jour. Gen. Educ., Journal of General Education, Chicago, Ill.

Jour. Geog., Journal of Geography, Chicago, Ill.

Jour. Health, P.E. & Rec., Journal of Health, Physical Education and Recreation, Washington, D.C.

Jour. Higher Educ., Journal of Higher Education, Columbus, Ohio

Jour. Home Econ., Journal of Home Economics, Washington, D.C.

Jour. Indus. Arts Educ., Journal of Industrial Arts Education, Washington, D.C.

Jour. Legal Educ., Journal of Legal Education, Durham, N.C.

Jour. Med. Educ., Journal of Medical Education, Chicago, Ill.

Jour. Nat. Assoc. Women Deans, Journal of the National Association of Women Deans, Washington, D.C.

Jour. Negro Educ., Journal of Negro Education, Washington, D.C.

Jour. Read., Journal of Reading, Newark, Del.

Jour. Res. Music Educ., Journal of Research in Music Education, Washington, D.C.

Jour. School Health, Journal of School Health, Kent, Ohio

Jour. Sec. Educ., Journal of Secondary Education, Burlingame, Calif.

Jour. Teach. Educ., Journal of Teacher Education, Washington, D.C.

Jour. Quart., Journalism Quarterly, Minneapolis, Minn.

Jun. Coll. Jour., Junior College Journal, Washington, D.C.

Language Learning, Language Learning, Ann Arbor, Mich.

Liberal Educ., Liberal Education, Washington, D.C.

Math. Teacher, Mathematics Teacher, Washington, D.C.

Mich. Educ. Jour., Michigan Education Journal, E. Lansing, Mich.

Mod. Lang. Jour., Modern Language Journal, St. Louis, Mo.

Monthly Labor Rev., Monthly Labor Review, Washington, D.C.

Music Educ. Jour., Music Educators Journal, Washington, D.C.

Music Jour., Music Journal, New York, N.Y.

Nat. Bus. Educ. Quart., National Business Education Quarterly, Washington, D.C.

Nat. Cath. Educ. Assoc. Bull., National Catholic Education Association Bulletin, Washington, D.C.

NEA Jour., National Education Association Journal, Washington, D.C.

NEA Research Bull., National Education Association Research Bulletin, Washington, D.C.

Nat. Review, National Review, New York, N.Y.

Newsweek, Newsweek, New York, N.Y.

N.Y. Times Mag., New York Times Magazine, New York, N.Y.

North Cent. Assoc. Quart., North Central Association Quarterly, Chicago, Ill.

Overseas, Overseas, London, England

Peabody Jour. Educ., Peabody Journal of Education, Nashville, Tenn.

Pers. & Guid. Jour., Personnel and Guidance Journal, Washington, D.C.

Phi Delta Kappan, Phi Delta Kappan, Bloomington, Ind.

Psych. Reports, Psychological Reports, Missoula, Mont.

Relig. Educ., Religious Education, New York, N.Y.

Research Quart., Research Quarterly of the American Association for Health, Physical Education and Recreation, Washington, D.C.

Review Educ. Research, Review of Educational Research, Washington, D.C.

Sat. Review, Saturday Review, New York, N.Y.

Sch. & Commun., School and Community, Columbia, Mo.

Sch. & Soc., School and Society, New York, N.Y.

School Arts, School Arts, Worcester, Mass.

School Life, School Life, Washington, D.C.

Sch. Musician, School Musician, Joliet, Ill.

School Review, School Review, Chicago, Ill.

Science, Science, Washington, D.C.

Science Educ., Science Education, Tampa, Florida

Soc. Studies, Social Studies, Brooklawn, N.J.

Soc. Educ., Sociology of Education, Washington, D.C.

South. Econ. Jour., Southern Economic Journal, Chapel Hill, N.C.

Speech Mono., Speech Monograph, New York, N.Y.

Speech Teacher, Speech Teacher, Bloomington, Ind.

Superior Student, Superior Student, Boulder, Colo.

Teach. Coll. Jour., Teachers College Journal, Terre Haute, Ind.

Teach. Coll. Record	Teachers College Record, New York, N.Y.
Theory Into Practice	Theory Into Practice, Columbus, Ohio
Time	Time, The Weekly Magazine, New York, N.Y.
Times Educ. Supp.	New York Times Educational Supplement, New York, N.Y.
Univ. Quart.	Universities Quarterly, London, England
Vital Speeches	Vital Speeches of the Day, New York, N.Y.
Voc. Guidance Quart.	Vocational Guidance Quarterly, Washington, D.C.
Western Pol. Quart.	Western Political Quarterly, Salt Lake City, Utah
Wilson Lib. Bull.	Wilson Library Bulletin, New York N.Y.
Wis. Jour. Educ.	Wisconsin Journal of Education, Madison, Wis.

I

GENERAL AND REFERENCE

(Nos. 5657-5695)

5657. American Men of Science: A Biographical Directory, 10th Ed., Vol. 5. "The Social and Behavioral Sciences." Tempe, Arizona: The Jacques Cattell Press, 1962. 1220+ix pp.

Over 22,000 brief biographies of scholars in the social and behavioral sciences. The criteria for inclusion are essentially the same as for the Directory of American Scholars: (1) "achievement. . .of a stature in scientific work at least equivalent to that associated with the doctorate degree, coupled with presently continued activity in such work;" (2) research activity of high quality in science as evidenced by publication in reputable scientific journals; or (3) "attainment of a position of substantial responsibility requiring scientific training and experience of approximately the extent described for (1) and (2)."

5658. BURKEL, CHRISTIAN E., Editor
The College Blue Book, 10th Ed. Yonkers, N. Y.: The College Blue Book, 1962. (First edition, 1924)

"The professional work of reference on higher and secondary education in the United States of America since 1923." Vol. 1, Book 1, of this three-volume reference work summarizes in table form key information about "every institution of higher education in the United States of America. . . . The mere fact that an institution exists and requires graduation from a secondary school (or equivalent) for admission and awards college level degrees (AA or higher), is sufficient reason to list it." Of interest to this bibliography are numbers of faculty by sex for each institution as a whole and sometimes for departments or colleges within larger institutions.

5659. COOK, ROBERT C., and McDUFF, MARGIE McLEAN, Editors
Presidents and Deans of American Colleges and Universities, 1964-65. Nashville, Tennessee: Who's Who in American Education, Inc., 1964. 308 pp. Authors: (1) Editor-in-Chief, Publications of Who's Who in American Education, Inc.; (2) Associate Editor.

The seventh of the series in which the editors "have attempted to include the biographical sketches of all of the executive heads of the colleges and universities, and as many of the deans of these institutions as possible." A companion volume to Who's Who in American Education, it follows the same format for presenting biographical information. Also includes pictures.

5660. COOK, ROBERT C., and McDUFF, MARGIE McLEAN, Editors
Who's Who in American Education. Twentieth Edition (1961-62). Nashville, Tennessee: Who's Who in American Education, Inc., 1962. 1779 pp. Authors: See No. 5659.

"An illustrated biographical directory of eminent living educators of the United States and Canada." Includes teachers at all educational levels, elementary and secondary administrators, and a group of people not directly connected with the field of education (public relations executives and librarians of public libraries). This volume alos includes pictures of over 2,500 of the educators listed. "Personal facts are listed in greater detail; the title of doctorate dissertation, if any, the journals to which contributions are made, the hobbies or avocations, and the other biographical directories in which material may be found, are all items not usually found in other reference books."

5661. COOK, ROBERT C., and McDUFF, MARGIE McLEAN, Editors
Who's Who in American Education. Twenty-First Edition (1963-64). Nashville, Tennessee: Who's Who in American Education, Inc., 1964. 1538 pp. Authors: See No. 5659.

This edition contains more pictures (3,600) and more sketches than any previous volume. For description of content and format see No. 5660.

5662. Directory of American Scholars: A Biographical Directory. New York: R. R. Bowker Company.

A four volume work listing scholars in the universities in which "every attempt has been made to include new and revised biographies of those who teach [in the humanities] at the college or university level, who are recognized editors, authors, speakers, or leaders in their respective field, and whose reputation is more than local." Scholars are listed according to academic disciplines: Volume I (1963) History; Volume II (1964) English, Speech, and Drama; Volume III (1964) Foreign Languages, Linguistics, and Philology; Volume IV (1964) Philosophy, Religion, and Law. Comparable to American Men of Science which lists scholars in the physical and biological sciences and in the social and behavioral sciences.

5663. ESTRIN, HERMAN A., and GOODE, DELMER M.
College and University Teaching, Dubuque, Iowa: Wm. C. Brown Company Publishers, 1964. 628 pp. Authors: (1) Department of English and Humanistic Studies, Newark College of Engineering, New Jersey; (2) Curriculum Consultant, Oregon State University.

A collection of 122 articles which have appeared in the journal Improving College and University Teaching by 89 authors from 77 campuses. It is intended as a source book for "every professor who teaches" and also as "text and reference for seminar groups in college teaching, higher education and in-service advancement."

5664. A Fact Book on Higher Education. Washington, D.C.: American Council on Education. 1958 and succeeding years. Subscription by calendar year. Loose-leaf.

Charts and tables of factual data of an educational, economic, or socioeconomic nature of value to college and university administrators and others concerned with institutional planning. Past and present data, indicating trends. Example: 269 data pages were issued in 1964, many of which were replaced as new information became available.

5665. FINE, BENJAMIN
Barron's Profiles of American Colleges. Great Neck, New York: Barron's Educational Series, Inc., 1964. 698 pp. Author: Education Editor, North American Newspaper Alliance.

This volume presents "all the facts you need to choose your college." Data are given for most colleges concerning the numbers of full-time and part-time faculty and the number of faculty holding doctoral degrees.

5666. FITZGERALD, JAMES SUMNER, JR.
"Faculty Views of the California Public Junior College." Ed. D. dissertation, University of Southern California,

1964. Abstract in Diss. Abstracts, 25:3349.
Determination of opinions held by instructional staff concerning the purposes, administration, instruction, curriculum, and students of the junior college.

5667. GLEAZER, EDMUND J., JR., and CARROLL, ALICE M., Editors
American Junior Colleges. 6th Ed. Washington: American Council on Education, 1963. Editors: (1) Executive Director, American Association of Junior Colleges; (2) American Council on Education.
A companion volume to American Universities and Colleges, this edition provides descriptive material on 655 recognized junior colleges in the 50 states, District of Columbia, Canal Zone, Guam, and Puerto Rico. Each institutional exhibit presents information on the total number of staff, the number of full-time equivalent staff, number having full-time and part-time status, men and women, degrees held, and number of faculty shared with other colleges, high schools, or industry.

5668. GLEAZER, EDMUND J., JR.
1962 Junior College Directory of the American Association of Junior Colleges. Washington: AAJC, 1962. Author: Executive Director, AAJC.
Covers the period from June, 1960--May, 1961. Presents in Table I the numbers of full-time-equivalent instructional faculty and administrative staff in each of 678 institutions. Also gives the name of the chief administrative head. Tables II, III, and IV show by states the total numbers of full-time-equivalent faculty (instructional and administrative combined) in all junior colleges, public junior colleges, and independent junior colleges.

5669. GLEAZER, EDMUND J., JR.
1963 Junior College Directory of the American Association of Junior Colleges. Washington: AAJC, 1963. Author: See No. 5668.
Covers the period from June, 1961--May, 1962. Presents in Table I the numbers of full-time-equivalent instructional faculty and administrative staff in each of 704 institutions. Also gives the name of the chief administrative head. Tables II, III, and IV show by states the total numbers of full-time-equivalent faculty (instructional and administrative combined) in all junior colleges, public junior colleges, and independent junior colleges.

5670. GLEAZER, EDMUND J., JR.
1964 Junior College Directory of the American Association of Junior Colleges. Washington: AAJC, 1964. Author: See No. 5668.
Covers the period June 1962--May 1963. Presents in Table I the numbers of full-time and part-time faculty (instructional and administrative combined) in each of 694 institutions. Also gives the name of the chief administrative head. Tables II, III, and IV show by states the total numbers of full-time-equivalent faculty (instructional and administrative combined) in all junior colleges, public junior colleges, and independent junior colleges.

5671. International Yearbook of Education. Vols. 24, 25, 26. "Higher Education (Universities, Etc)," Geneva: International Bureau of Education 1962, 1963, 1964.
Report on faculty from data supplied by the statistical division of UNESCO.
Vol. 24, pp. 593-5; Vol. 25, pp. 482-4; Vol. 26, pp. 430-2.

5672. LEONARD, YVONNE ELAINE
"An Analysis of the Status of Women as Full-Time Faculty Members in Coeducational Colleges and Universities of California." Ph. D. dissertation, University of Southern California, 1963. Abstract in Diss. Abstracts, 24:144, 1963.
Found opportunities for women to advance beyond the assistant professorship limited in California coeducation colleges and universities. Presents several significant reasons.

5673. LONG, WINIFRED R., and ENZIER, CAROL E.
"281 Recent Doctoral Dissertations on Catholic Education." Nat. Cath. Educ. Assoc. Bull., 60: 20-43, May 1964. Authors: Headquarters Staff, National Catholic Educational Association, Washington D. C.
Some of the dissertations deal with college teaching and college teachers. The dissertations are grouped under these main headings: Church-State; Elementary Education; Financial Administration; Higher Education; Philosophy; Religion, Morals, Attitudes; Secondary Education; Special Education; Supervision; Teachers, Lay; Teachers, Religious; Miscellaneous.

5674. LUNSFORD, TERRY F., Editor
The Study of Academic Administration. Boulder, Colorado: Western Interstate Commission for Higher Education, 1963. Editor: Institute Director and Director of Special Regional Programs, WICHE.
A series of papers presented to the Fifth Annual Institute on College Self Study in July, 1963, at Berkeley, California, sponsored by WICHE and the Center for the Study of Higher Education (Berkeley). Followed by a bibliography of over 250 references. For papers relevant to this bibliography see: B. R. Clark, No. 5977; H. C. Steele, No. 6006; and R. F. West, No. 5971.

5675. McGRATH, EARL J.
"Characteristics of Outstanding College Teachers." Jour. Higher Educ., 33:148-152, March 1962. Author: Executive Officer, Institute of Higher Education, Teachers College, Columbia University, New York.
Study concerned with 64 outstanding teachers in 15 liberal arts colleges. The composite picture shows "a man in his middle forties, who has spent twelve years at the college where he now teaches, has earned the Ph. D. degree, holds the rank of full professor, and has had some professional books or articles published [during the previous five years]." One teacher in four thought his graduate program had not adequately prepared him to teach undergraduates: there had been no preparation in the skills of teaching and the graduate program had been "too specialized for the prospective teacher of college undergraduates." "The view seems substantiated that scholarship is a sine qua non of vital and stimulating teaching but that in some fields original investigation is a doubtful requirement for all teachers."

5676. MARBLE, SAMUEL D.
"College Teaching Today and Tomorrow: What is Involved?" Current Issues in Higher Education, 1964 (No. 5687), 110-112. Author: President, Delta College, Michigan: President-Elect, Saginaw Valley College, Michigan.
Some predictions about the characteristics and effectiveness of college teaching in the future: improvements in efficiency, increased use of technology and the changing role of the teacher, methods of recruiting teachers, and others.

5677. MORRISON, D. G.: BRUNNER, KEN AUGUST: and MARTORANA, S. V.
The 2-Year Community College. U. S. Office of Education Bulletin 1963, No. 28. Washington: U. S. Government Printing Office, 1963. Authors: (1) Specialist, Community and Junior Colleges; (2) Specialist, Associate Degree and Related Programs; (3) Former Chief, State and Regional Organization.
Contains an annotated list of unpublished studies and surveys, both completed and in progress, 1957-61.

5678. MOSS, JAMES A.
"Case Studies in the Changing Role and Statuses of College Teachers." Jour. Educ. Research, 56:41-44, September 1962. Author: Professor of Sociology, Union College, New York.

Profile comparisons are made of four major groups of college teachers in the United States: (1) white teacher in predominantly white college, (2) Negro teacher in the Negro college, (3) white teacher in the Negro college, (4) Negro teacher in the predominantly white college.

5679. PARKER, FRANKLIN
"Biographies of Educators: A Partial Bibliography of 153 Doctoral Dissertations." Peabody Jour. Educ., 40:142-149, November 1962. Author: University of Texas.

In the opinion of the author the educators written about in this bibliography are part of the mainstream of educational history. "Each made a unique contribution. Each was concerned about raising the young in a better society."

5680. PHILLIPS, HOWARD M., SR., Editor.
Southern University Conference, 1962: Proceedings, Reports and Addresses, Constitution and By-Laws, 1962. Editor: President, Alabama College.

For addresses pertinent to this bibliography see: R. M. Frye, No. 5734; and R. W. Merry, No. 5932.

5681. ROSECRANCE, FRANCIS C.
The American College and Its Teachers. New York: The Macmillan Company, 1962. 316 pp. Author: Dean, College of Education, Wayne State University, Michigan.

A brief history of American higher education and a look at the special curricula found in eight colleges. The rest of the book looks at the varied responsibilities of the college professor--as teacher, adviser, researcher, writer, and administrator--and includes a chapter on the evaluation of faculty and one describing the college professor's life. The book is designed to present an overview of higher education and of the role of the college professor for those interested in becoming college teachers.

5682. SANFORD, NEVITT, Editor
College and Character: A Briefer Version of the American College. New York: John Wiley and Sons, Inc., 1964. 308 pp. Editor: Professor of Psychology and Education and Director, Institute for the Study of Human Problems, Stanford University, California.

This abridgement of the original volume is intended for college presidents, trustees, the general reader, and for professional people "whose work requires that they know something about students and the college environment, but who do not need the detailed and often specialized information offered in The American College. . . . It is our hope that this book will help to stimulate public discussion of higher education, providing information and points of view that have not been easily in reach of the general reader." Includes the chapters by Joseph Adelson, "The Teachers as a Model;" Joseph Katz, "The Classroom: Personality and Inter-personal Relations;" W. J. McKeachie, "Approaches to Teaching;" and Robert H. Knapp, "Changing Functions of the College Professor." Anthony Ostroff's chapter, "Economic Pressure and the Professor," has been deleted for this volume. See No. 5683.

5683. SANFORD, NEVITT, Editor
The American College: A Psychological and Social Interpretation of the Higher Learning. New York: John Wiley and Sons, Inc., 1962. 1084 pp. Editor: See No. 5682.

This book is intended to give "a picture of the American college as a whole, a picture that conveys, we hope, the complexity and diversity of the institution and how it changes under the impact of forces in American society." The focus is on the individual student and his development under the influence of psychological and social forces. For chapters especially relevent for this bibliography, see: Joseph Adelson, No. 6252; Joseph Katz, No. 5917; Robert Knapp, No. 5919; W. J. McKeachie, No. 6333; and Anthony Ostroff, No. 6030.

5684. SHERA, JESSE
"The'Guide' Stands First." Wilson Lib. Bull. 38: 285+, November 1963. Author: Dean of the School of Library Science, Western Reserve University, Ohio.

"The professor is in the most favorable of all positions to shape the future of the library profession. . . ." He must do more than follow the profession; he must inspire his students.

5685. SMITH, G. KERRY, Editor
Current Issues in Higher Education, 1962: Higher Education in an Age of Revolutions. Washington: Association for Higher Education, National Education Association, 1962. 280 pp. Editor: Executive Secretary, Association for Higher Education.

Proceedings of the Seventeenth Annual Conference on Higher Education, 1962. Contains several session addresses, analysts' statements, and brief reports on information sessions. For those pertinent to this bibliography see: Samuel Baskin, No. 6515; O. C. Carmichael, No. 5817; Frank J. Estvan, No. 6808; John H. Fisher, No. 6672; George Howerton, No. 6741; Preston E. James, No. 6925; Joseph Katz, No. 6969; Morris Keeton, No. 6762; L. Carroll King, No. 6920; Chester A. Lawson, No. 6596; John D. Millett, No. 5839; Joseph V. Totaro, No. 5712; Calude A. Welch, No. 6913.

5686. SMITH, G. KERRY, Editor
Current Issues in Higher Education, 1963: Critical Decisions in Higher Education. Washington: Association for Higher Education, National Education Association, 1963. Editor: See No. 5685.

Proceedings of the Eighteenth Annual National Conference on Higher Education, March 3-6, 1963. Contains addresses, analysts' statements, and recorders' summaries for discussion groups. For those pertinent to this bibliography see: Clyde E. Blocker, No. 5975; James W. Brown, No. 6406; Paul L. Dressel, No. 6853; E. D. Duryea, Jr., No. 5980; Alvin C. Eurich, No. 5891; Stanford C. Ericksen, No. 6964; Ralph F. Fuchs, No. 5986; John W. Gustad, No. 5830; Winslow Hatch, No. 6313; Kurt M. Hertzfeld, No. 5989; Philip Lewis, No. 6420; George H. McCune, No. 6329; James G. Miller, No. 6342; Ronald R. Renne, No. 6003; David G. Ryans, No. 6608; Edward L. Walker, No. 6974; Ellis F. White, No. 5848.

5687. SMITH, G. KERRY, Editor
Current Issues in Higher Education, 1964: Undergraduate Education. Washington: Association for Higher Education, National Education Association, 1964. Editor: See No. 5685.

Proceedings of the Nineteenth Annual National Conference on Higher Education, April 19-22, 1964. Contains addresses, analysts' statements, and renders summaries for discussion groups. For those pertinent to this bibliography see: W. Robert Bokelman, No. 6042; Frederick deW. Bolman, Jr., No. 5813; Jerome S. Bruner, No. 6849; Campbell Crockett, No. 6277; Ralph Dunham and Patricia S. Wright, No. 6060; Paul Goodman, No. 6204; Louis Joughin, No. 6165; Ray C. Maul, No. 6066; Samuel D. Marble, No. 5676; Wilber C. Miller, No. 5865; Ralph Morrow, No. 5866; James F. Rogers, No. 5785.

5688. The Official Guide to Catholic Educational Institutions. New York: Catholic Institutional Directory Co., 1962.

Part II of this directory presents descriptive information about universities, colleges, junior colleges, and schools of nursing. Names of presidents and admissions officers are given for each institution and the number of full-time and part-time staff members reported. Data are listed regarding the numbers of men and women, and clerical and lay personnel. A summary of degrees held is also provided.

5689. U. S. Office of Education. Education Directory, 1961-1962, Part 3: Higher Education. Prepared by Theresa Birch Wilkins. Washington: U. S. Government Printing Office, 1962. Author: Division of Higher Education, Office of Education.

Contains the names of presidents and other chief administrative officers in 2,040 institutions of higher education in the United States.

5690. U. S. Office of Education. Education Directory, 1962-1963, Part 3: Higher Education. Prepared by Theresa Birch Wilkins. Washington: U. S. Government Printing Office, 1963. Author: See No. 5687.

Contains the names of presidents and other chief administrative officers in 2,100 institutions of higher education in the United States.

5691. U. S. Office of Education. Education Directory, 1963-1964, Part 3: Higher Education. Prepared by Theresa Birch Wilkins. Washington: U. S. Government Printing Office, 1964. Author: See No. 5689.

Contains the names of presidents and other chief administrative officers in 2,139 institutions of higher education in the United States.

5692. Who's Who in America: A Biographical Dictionary of Notable Living Men and Women, Vol. 32 (1962-1963). Chicago: Marquis--Who's Who, Inc., 1962-3, 3588 pp.

"The only complete reference source to which students, educators, librarians, historians, newspapermen, businessmen, and other serious users of reference works, may turn with confidence for current and authoritative information about living prominent Americans and notable persons in other countries." This edition includes more than 56,000 biographical sketches.

5693. Who's Who in America: A Biographical Dictionary of Notable Living Men and Women, Vol. 33 (1964-1965). Chicago: Marquis--Who's Who, Inc., 1964-5, p. 2287 + xiii.

More than 58,000 names are listed in this latest edition, 9,000 names being listed for the first time.

5694. Who's Who of American Women: A Biographical Dictionary of Notable Living American Women. Third Edition (1964-65). Chicago: Marquis--Who's Who, Inc., 1965, p. 1160.

Includes more than 20,000 sketches. "Two broad aims have characterized the Third Edition. . .as they did the prior editions. These aims are: 1. To present women outstanding as women, without regard to their accomplishments or positions in relation to men; . . . 2. To use achievement or occupational position, rather than wealth or social position, as the criteria [sic] for eligibility."

5695. WILSON, LOGAN

The President's Annual Report. 1961-62, 65 pp.; 1963, 119 pp.; 1964, 122 pp. Washington, D. C.: American Council on Education. Author: President American Council on Education.

Contains list of officers, board of directors, executive officers; administrative staff; treasurer's report; publications; and complete list of members and affiliates. Report on activities of all Council commissions and committees.

SEE ALSO NOS. 1-52, 2666-2698.

II
RECRUITMENT AND SELECTION
(Nos. 5696-5869)

A. GENERAL
(Nos. 5696-5715)

5696. ANDERSON, ALVIN LEE
"Personal and Situational Factors Affecting the Choice Between College or Secondary Teaching." Ph. D. dissertation, University of Oregon, 1964. Abstract in Diss. Abstracts, 25:2843.

Matched groups of secondary and college teachers were studied to investigate reasons for their choice of teaching level.

5697. BOLMAN, FREDERICK de W., JR.
"Placing America's Highly Skilled Manpower: College Faculty and Administrators." Educ. Record 43:295-300, October 1962. Author: President, Franklin and Marshall College, Pennsylvania.

The author asserts that a new concept in placement of academic personnel is needed. "We need services to help the individual and the institution to achieve their respective aims on a continuing basis."

The article is also an explanation of the procedure used at Franklin and Marshall College for recruiting new faculty.

5698. CRANE, ROBERT M.
"Building and Keeping a Faculty." Improv. Coll. & Univ. Teach., 10:7-10, Winter 1962. Author: Associate Dean of Men, University of Illinois.

"There is no question but that the future of higher education is bright. The staffing picture is dark unless we dig in and change, drastically, some of our ideas and some of the situations which exist, namely, the faculty member's responsibility to help recognize individuals with teaching potential, the actual recruitment of capable high school and college students for the profession, the raising of salaries for teaching and administrative positions, and the planning which is so necessary for better in-service work with staff and faculty."

5699. DAVID, OPAL D.
"Anticipating the Future for Students and Teachers in Nursing." Amer. Jour. Nursing, 62:82-84, December 1962. Author: Free-lance writer and consultant.

"I have written mainly about women's role as it exists today, with some indications of changes in the making which point the way to the future."

5700. HOVEY, RICHARD B.
"How to Get Hired: Advice to New Ph. D.'s." Col. English, 25:1-6, October 1963. Author: Graduate Faculty, University of Maryland.

The author provides some frank suggestions and guidelines for a new Ph. D. in English seeking his first teaching job. He advises on where and how to apply; how to interview and bargain; what to look for; and how to decide. "The present non-system of recruitment may be deplorable, but it is all we have."

5701. KINNANE, MARY
"Attitudes of College Students Toward College Teaching as a Career." Educ. Record, 43:139-47, April 1962. Author: Dean of Women, Boston College, Massachusetts.

This is the report of a study of undergraduate attitudes toward college teaching as a career and the amount of knowledge which the undergraduate possesses about teaching as a profession.

The sample was 4,000 students in 45 colleges and universities in six New England states.

5702. KINNANE, MARY
"Interpretation of College Teaching." Educ. Record, 45:167-72, Spring 1964. Author: See No. 5701.

This is a report on responses to a selected group of questions asked 100 Woodrow Wilson Fellows.

These responses are compared with those of a sample of 4,000 undergraduates in six New England states. Graduates and undergraduates are found to have contrasting attitudes toward the college professor's role and responsibilities.

5703. KINNANE, MARY
"Preparation for College Teaching." Vocational Guidance Quarterly, 12:269-74, Summer 1964. Author: See No. 5701.

Some perceptions of undergraduates and Woodrow Wilson Fellows are compared. An analysis of item responses on a questionnaire dealing with college teaching as a career choice.

5704. MARSHALL, HOWARD D.
The Mobility of College Faculties. New York: Pageant Press, Inc., 1964. 152 pp. Author: Chairman, Department of Economics, Sociology and Anthropology, Vassar College, New York.

Data for this study were gathered from questionnaires returned by chairmen of departments of economics (349), chemistry (324), and English (297); and from economists with at least one year of teaching experience (420). The original investigation was begun to find out how economists seeking college teaching positions and their employers found each other. The initial findings led to the later inclusion of chemistry and English in order to represent the natural sciences and humanities. Results are presented reflecting the turnover of personnel, sources of new faculty, reasons given both for leaving positions and for staying, methods of recruitment, recruiting and personnel practices (rank, tenure, faculty housing), and others.

5705. MEDALIA, N. Z.
On Becoming a College Teacher. SREB Research Monograph No. 6. Atlanta, Georgia: Southern Regional Education Board, 1963. 42 pp. Author: Executive Secretary, Small Research Grants Study Section, Research and Fellowships Branch, National Institute of Mental Health.

This paper is "a review and assessment of research bearing upon the career development of college teachers, designed to summarize the current status of this field of research and to suggest appropriate directions for future research." It was originally prepared as a background paper for the SREB-sponsored Conference on Faculty Recruitment and Retention Research.

5706. MONTGOMERY, DOUGLAS MURRAY
"An Analysis of Faculty Acceptance of and Commitment to the Stated Mission of the Florida Community Junior College." Ph. D. Dissertation, The Florida State University, 1962. Abstract in Diss. Abstracts, 23:3733, 1963.
Reports personal background data on Florida Junior College faculty and their attitude toward the comprehensive mission of public junior colleges. Gives profiles and particular group differences.

5707. ROGERS, VINCENT R. and MUESSIG, RAYMOND H.
"The Advantages of Employing YOUNGER College Professors." Phi Delta Kappan, 45:345-46, April 1964. Authors: (1) Associate Professor of Social Studies Education, University of Minnesota; and (2) Associate Professor of Education, Purdue University, Indiana.
The authors plea for a healthy balance between younger and older members of a faculty while pointing out six reasons why younger faculty members should be employed.

5708. SCHMIEDICKE, ROBERT E.
"Utilize Part-Time Faculty In Education For Business." Balance Sheet, 45:398-400, May 1964. Author: Davenport Institute, Michigan.
The author discusses the advantages of using businessmen and outside professionals as part-time faculty. The three basic problems in employing part-time faculty are also discussed. "The greatest coup an institution can accomplish is to use as part-time instructors its own graduates who have been successful in the business and professional world."

5709. SELVIN, HANAN C.
"The Impact of University Experiences on Occupational Plans." School Review, 71:317-329, Autumn 1963. Author: Assistant Professor of Sociology, University of California, Berkeley.
The author discusses the influence of college experiences on occupational plans. The selection of college teaching is discussed in reference to fathers educational background, type of college residence, and changes in choice of occupation.

5710. "Statement on Recruitment and Resignation of Faculty Members." AAUP Bull., 49:374-375, December, 1963.
This statement was adopted by the Association of American Colleges in January, 1961, and was approved by the Council of AAUP in April, 1961, without adopting it as a binding obligation. It was endorsed by the membership of AAUP at the Annual Meeting. It deals with the responsibilities of faculty while seeking employment and of institutions recruiting new faculty to the college where the faculty member is currently employed.

5711. TICKER, TIMOTHY
"The Advantages of Employing OLDER College Professors." Phi Delta Kappan, 45:344+, April 1964. Author: Mr. Ticker gives his address as Southern Illinois University. Editors of PDK suspect that "Ticker" is a pseudonym.
"Older workers in intellectual pursuits tend to be steadier, more punctual and responsible, bring more experience to the job, and turn out more work with less fuss." These and other advantages are pointed out by the author.

5712. TOTARO, JOSEPH V.
"Can Order be Achieved in the Academic Market Place?" Current Issues in Higher Education, 1962 (No. 5685), 197-201. Author: Director of Teacher Placement and Professor of Education, University of Wisconsin.
The author identifies and discusses some of the misconceptions and dissatisfactions about placement in higher education. In light of the continuing demand for increasing numbers of qualified college teachers, he suggests that "the time is right for professional associations, institutions of higher education, and the federal government to pool their wisdom, imagination, resources, and courage to the advantage of the entire academic community."

5713. U. S. OFFICE OF EDUCATION
1963-64 Teacher Exchange Opportunities. Bulletin 1963, No. 1. Washington: U. S. Government Printing Office, 1962.
This publication describes the teacher exchange opportunities for summer seminars and teaching for American elementary, secondary, and junior college teachers under the International Educational Exchange Program of the Department of State as authorized by the Fulbright-Hays Act of 1961.

5714. U. S. OFFICE OF EDUCATION
1964-65 Teacher Exchange Opportunities. Bulletin 1964, No. 6. Washington: U. S. Government Printing Office, 1963.
This publication describes the teacher exchange opportunities for the 1964-65 year for junior college teachers under the Fulbright-Hays Act of 1961.

5715. WIRTH, ARTHUR G.
"Challenging Students for Teaching." Jour. Coll. & Univ. Teach., 11:108-109, Spring 1963. Author: Professor of Education, Washington University, Missouri.
"To reach students we have to be genuinely engaged ourselves in the meaning-seeking quest. To do that we have to be scholars." "The teacher's own enthusiasm for teaching and his underlying meaning-seeking provide a way to interest abler students in a teaching career."

SEE ALSO NOS. 53-81, 2699-2726, 3776, 3887, 3894, 3955, 4117, 4125, 4135, 4172, 4177, 4193, 4194, 4196, 4279, 4320, 4329, 4367, 4441, 4445, 4450, 6311.

B. EXPERIENCE

(Nos. 5716-5717)

5716. DE LOACH, WILL S., and JEANES, OPEY DEW.
"Chemists as College Presidents." Science Educ., 47: 353-355, October 1963. Authors: George Peabody College for Teachers, Tennessee.
A report and listing of college presidents, past and present, whose academic discipline was chemistry.

5717. HALSEY, A. H.
"The Study of the University Teacher." Univ. Quart., 17:165-76, March 1963. Author: Fellow of Nuffield College, Oxford, and Reader in Sociology, University of Oxford, England.
A discussion of some "daring" ideas which could help the sociologist to study his own colleagues. Special focus is placed on the professor at "Redbrick; their backgrounds and career patterns."

SEE ALSO NOS. 82-84, 3790, 3819, 3838, 3904, 3966, 3980, 4095, 4124, 4160, 5473, 5584, 5585, 5820, 6322.

C. QUALIFICATIONS

(Nos. 5718-5754)

5718. ALEXANDER, CHESTER
"The Faculty Speaks." Educ. Forum, 29:111-14, November 1964. Author: Research Professor, Westminster College, Ohio.
The author discusses the qualifications of college and university teachers in light of the pressing demands of

a larger population and higher level educational needs. This paper reports a summary of responses from 100 college and university professors on the traits of superior college teachers.

5719. ALTBACH, PHILIP G.

"Kermit Eby: Pragmatic Idealist." Liberal Educ., 50:71-7, March 1964. Author: National Chairman of the Student Place Union, Ph. D. candidate, Comparative Education Center, University of Chicago, Illinois.

"A great teacher as one of his disciples remembers him."

The author describes Kermit Eby both in what he said and what he did: his courses, his biases, his philosophy, his careers.

"Eby combined both man and monument. His students still look to his example as a paradigm of effective action for social change in a mass society."

5720. ANGERS, WILLIAM P.

"The Psychology of the Teacher." Improv. Coll. & Univ. Teach., 11:115-117, Spring 1963. Author: Director of Counseling Center, Newark State College, New Jersey.

"What a teacher should be and should not be"--these characteristics are delineated in this article. These characteristics "could be translated into psychological tests scores and charted on a profile sheet." The profile chart of the "ideal" teacher is then considered.

5721. ARDEN, EUGENE

"Great Scholar, Great Teacher." Jour. Higher Educ., 35:150-153, March 1964. Author: Dean of the Faculty, C. W. Post College, Long Island University, New York.

Arden maintains that a great scholar is a great teacher; they are one and the same. "Great teachers are great, not because they are charming or humorous, but because they know more about their subject-matter than anyone else in the vicinity." "The whole mythology about eminent researchers who cannot teach, or fascinating teachers who have much manner but little matter, is a spurious and untrustworthy tradition. For every instance of a great scholar who cannot teach, there are scores of others who work effectively both in scholarship and in the classroom." See No. 6629.

5722. ASTIN, ALEXANDER, and NICHOLS, ROBERT C.

"Life Goals and Vocational Choice." Journal App. Psych., 48:50-58, February 1964. Authors: Both at National Merit Scholarship Corporation, Evanston, Illinois.

Factor analyses of 56 life-goal and self-rating items were performed on separate samples of 250 male and 250 female college seniors of high ability. Profiles are given for career choice group and life-goal personality factors. College professor (science) and college professor (nonscience) are included.

5723. BATES, KENNETH OLIVER

"The Potential of Retired Military Personnel as a Source of Junior College Teachers." Ed. D. dissertation, The University of Texas, 1963. Abstract in Diss. Abstracts, 24:2745.

Desirable educational and personal qualifications of junior college teachers are presented for comparison with the characteristics of armed forces personnel who have retired or are expecting to retire.

5724. BOYER, ERNEST LEROY

"Academic Excellence." Improv. Coll. & Univ. Teach., 12:164, Summer 1964. Author: Director of the Center for Coordinated Education, University of California, Santa Barbara.

". . . academic excellence thrives when conditions are right. These conditions include a commitment to free inquiry, an attitude of honesty, and a spirit of humility."

5725. BRICKMAN, WILLIAM W.

"The College President As Scholar." Sch. Soc., 90:366, November 3, 1962. Author: Editor, School and Society.

Comments on The Academic President-Educator or Caretaker? by Harold W. Dodds. Supports Dodds' criticisms and recommendations. See No. 5888.

5726. BUDD, WILLIAM C.

"The Great Game." Improv. Coll. & Univ. Teach., 10:20-22, Winter 1962. Author: Director of Psychological Services and Research Center, Western Washington State College.

"No longer should he [the professor] be considered the fount of all knowledge; no longer should he be considered a mere taskmaster or the academic extension of the registrar' office. His primary role is to set the goals and provide the means for the student to obtain these goals as best he can. He should not attempt to mystify the student or parade his erudition. He should be a model student himself."

5727. BYLES, TONY B.

"A Status Study of Teachers in Selected Colleges of Education in Louisiana." Ed. D. dissertation, University of Southern Mississippi, 1963. Abstract in Diss. Abstracts, 25:1648.

Investigation of background, educational preparation, present status or position, and satisfactions and dissatisfactions with college teaching.

5728. CAMPBELL, VAUGHN M.

"A Comparative Study of Certain Socio-Economic and Professional Factors Regarding Faculty Members in Liberal Arts and State Teachers Colleges in Pennsylvania." Ed. D. dissertation, University of Pittsburgh, Pennsylvania, 1961. Abstract in Diss. Abstracts, 22:3532, 1962.

Compares characteristics of teachers in two types of colleges. Presents data pertaining to factors of a professional nature.

5729. CHARLIER, PATRICIA S.

"The Junior College Teacher--Preparation and Identifying Characteristics." Educ. Horizons, 42:23-26, Fall 1963. Author: Associate Professor of Education, Chicago Teachers College South, Illinois.

A review of some literature on background and characteristics of junior college teachers.

5730. DAVIES, J. KENNETH

"The Challenge of the Junior College to the Economics Profession." Jun. Coll. Jour., 33:146-55, November 1962. Author: Associate Professor, Brigham Young University, Utah.

The author reports on teachers of economics in junior colleges in California and Florida. He concludes that the instructors were inadequately prepared and issues a challenge to the economics profession to assist the junior colleges in upgrading their offerings by establishing standards, providing graduate training for prospective teachers, establishing programs for in-service training, and by doing considerable research into the problems of teaching in the two-year school.

5731. DIBDEN, ARTHUR J.

"The Academician As Scholar." Liberal Educ., 48:7-20, March 1962. Author: Dean, Blackburn College, Illinois.

"The nature of scholarship explored, with an eye to its role in the liberal arts college."

Scholarship is defined; the impediments to the undergraduate teacher, and the development of college wide independent study are discussed.

5732. EMERSON, WINIFRED

"The Best and the Worst." Improv. Coll. & Univ.

Teach., 11:17-18, Winter 1963. Author: Graduate Student (institution not indicated).

In this article the writer describes the best teacher and the worst teacher she ever had. Concludes, "Some teaching makes new people of students. Other teaching is worse than no teaching at all because it unteaches what was better before it took place."

5733. FADENRECHT, JOHN H.

"Sharing the Excitement of Learning." Improv. Coll. & Univ. Teach., 10:37-39, Winter 1962. Author: Dean, Wheaton College, Illinois.

"Teachers love teaching when they find it exciting. As in the case of anything else, the more the teacher puts into his teaching the more he gets out of it." Quotes widely from the literature to support view that successful teachers must also be engaged in research and professional writing. "Singly, collectively and cooperatively the college faculty can and must effectively teach but also effectively write." "Concomitant values gained from enrichment by design [through research and professional writing] are innumerable. Here rests the 'excitement of sharing' and 'the price of excellence.'"

5734. FRYE, ROLAND MUSHET

"Scholars, Thinkers, and Teachers." Southern University Conference, 1962 (No. 5680), 49-57. Author: Research Professor, Folger Shakespeare Library.

An address to the 1962 Southern University Conference. "Our concern is with the intellectual qualifications of the teacher . . . . What I hope to suggest here is that the educational efficiency and well-being of an institution depends upon insuring the growth in thought and study of both faculty and administration. . . . I hope, finally, to try to clarify the relations between creative study and publication, and to discuss what I regard as they exceedingly dangerous practice of gearing academic promotion to publication."

5735. GALLIGAN, EDWARD L.

"A Lesson for Academicians." Jour. Higher Educ., 33:424-428, November 1962. Author: Assistant Professor of English, Western Michigan University.

Commends three virtues in the prize fighter, Archie Moore: skill, courage, and gaiety--then notes that academicians also "stand in urgent need of all three." Says, in appraising academicians, "In point of skill I think we can give ourselves a passing grade. . . . [but] on the qualities of courage and gaiety we fail abysmally. . . . We cannot pride ourselves on our courage. As to gaiety--God help us, we don't even know it is a virtue." Concludes, "I recognize that in asking academicians to cultivate skill and courage and gaiety I am asking us to go to a great deal of trouble . . . . but we would finally be exercising our arts and sciences in the manner which they deserve."

5736. GIBSON, RAYMOND C.

The Challenge of Leadership in Higher Education. Dubuque, Iowa: Wm. C. Brown Company, Publishers, 1964. 362 pp. Author: Professor of Higher Education, Indiana University.

"This volume represents a concern for the ideas, skills, courage, and integrity necessary for leadership in the efficient, economical, and educationally sound management of higher education." Chapter 6, "The Lengthened Shadow: A Configuration," discusses the personal and professional qualifications necessary in a college president and the responsibilities and opportunities of the presidency. Chapter 7, "Academic Problems--Personnel," includes a discussion of the selection, improvement, and promotion of faculty; policies concerning rank, tenure, and retirement; and fringe benefits for faculty.

5737. GIORDANO, ANTHONY B.

"Improvement of Teaching in Engineering." Jour. Eng. Educ., 54:268-70, April 1964. Author: Dean of the Graduate School, Polytechnic Institute of Brooklyn, New York.

"To achieve effective learning, we concluded that the teacher must know his subject; secondly, that he must be well aware of the basic learning principles; thirdly, that he must be interested in the class as people, not just as students, and have respect for them; fourthly, that he wants to teach, to develop in others knowledge, understanding, and inquisitiveness; and further, that he must be alert to improve his own understanding in the process of exposition, and in tapping the knowledge and experience of his students."

5738. GUSTAD, JOHN W.

"The Compleat Academician." Teach. Coll. Record, 65:112-22, November 1963. Author: Dean of the College, New College, Florida.

Discusses the folklore and the research about college teachers. Emphasizes our need for perspective. Considers the academician as teacher, researcher, organization man, and citizen.

5739. HEDGES, WILLIAM D.

"The Effective Teacher at the Doctoral Level in Education." Peabody Jour. Educ., 39:351-354, May 1962. Author: University of Virginia, Charlottesville.

Ph. D. recipients and candidates were asked what were the major attributes of the professor who exerted the most positive influence on them in graduate school at George Peabody College for Teachers, 1919-1950. Twenty-six categories of attributes are listed having to do more with the personal-social relationships rather than teaching per se. Some comments are made by the author on attitude development.

5740. HODGE, HARRY FREEMAN, JR.

"A Study of the Work Orientations of Selected College Teachers." Ed. D. dissertation, Auburn University, 1963. Abstract in Diss. Abstracts, 24:1501.

Evaluates the self-perceived orientations of college teachers and their orientations as perceived by colleagues and department heads. Consistency of orientation was measured among disciplines, according to size and control of institutions, according to length of teacher affiliation with an institution, and among Negro and white college teachers.

5741. HOFFMANN, RANDALL W.

"Students Portray the Excellent Teacher." Improv. Coll. & Univ. Teach., 11:21-24, Winter 1963. Author: Dean of Students, Hofstra College, New York.

"This paper is about good teachers, about what students have to say about them, and about why students think they are good teachers." Considers the traits of excellence in college teachers as students see them.

5742. KEGEL, CHARLES H.

"The Distinguished Teacher." Improv. Coll. & Univ. Teach., 12:102-104, Spring 1964. Author: Dean of Liberal Arts, Idaho State University.

According to this writer the distinguished teacher displays certain characteristics: (1) he is enthusiastic, (2) he attracts disciples, (3) he feels the compulsion to digress and allows himself to do so, (4) he displays intellectual courage, and (5) he loves books and is a writer of them. "One thing distinguished teachers always achieve is the stimulation of intellectual curiosity among their students."

5743. KENNEDY, SISTER M. ST. MEL, O.S.F.

"The Changing Academic Characteristics of the Nineteenth-Century American College Teacher." Ph. D. Dissertation, St. Louis University, 1961. Abstract in Diss. Abstracts, 22:4256, 1962.

A portrait of the American college teacher through the identification of his changing academic characteristics from 1800 to 1870.

5744. LIETKE, EDWARD CARL.
"The Preparation and Professional Activities of Teachers in Missouri Synod Schools of Higher Education." Ed. D. dissertation, University of Missouri, 1963. Abstract in Diss. Abstracts, 24:3176.

Study of the 467 faculty of 13 colleges to determine the extent of preparation and expedient use of instructional staff. Data is compared with similar studies of other educational institutions.

5745. LINDEMANN, EARL W.
"What is a Good Teacher?" Arts and Activities, 54:11+, October 1963. Author: Assistant Professor of Art, Sacramento State College, California.

"An excellent teacher has a special kind of magnetism and enthusiasm. He makes you want to follow him around to see what makes him so darned enthusiastic."

The author discusses the teacher's belief in self, ability to communicate, planning, and professional characteristics.

5746. LOEFFELBEIN, ROBERT L.
"My Greatest Teachers." Improv. Coll. & Univ. Teach., 11:25-26, Winter 1963. Author: Member of the Faculty, University of the Seven Seas.

"Each opened up a new vista for me in experience and self-analysis. Each altered my outlook on life, changing it or strengthening it. They were all kindly, ever helpful, giving everyone a chance to think and talk, discuss and write, to help clarify thinking. They didn't just pass on information, but taught WITH enthusiasm TO HAVE enthusiasm."

5747. MORTON, RICHARD K.
"The Scholar as Teacher and Philosopher." Improv. Coll. & Univ. Teach., 11:201-203, Autumn 1963. Author: Professor of Religion, Jacksonville University, Florida.

"We need today scholars who have progressed into the role of the teacher who is a philosopher and guide and general inspiration, without being one who constrains, indoctrinates, or distorts. We have long been thrilled by the endless wonders of new knowledge. Now the future of mankind depends upon the philosophy and purpose and interpretation we associate with them."

5748. MORTON, RICHARD K.
"The Use of the Voice in Teaching." Improv. Coll. & Univ. Teach., 10:121-122, Summer 1962. Author: Professor of Religion, Jacksonville University, Florida.

"His voice is one of the teacher's greatest assets. In its qualities and skillful use lie much of the secret in the success of many teachers." "Voice deficiencies and mannerisms can destroy a teacher's effectiveness."

5749. "Need for College Teachers Grows." NEA Research Bull., 41:108-15, December 1963.

Reports on preparation and qualifications of new college and university teachers; field by field variations; sources of new teachers, and who hires them. The junior college problem is also evaluated.

5750. OWENS, ORVID JAY
"An Analysis of the Factors Relating to the Career Choice and to the Career Satisfactions and Discouragements of Selected College Business Education Teachers." (Research Study No. 1), Colorado State College, 1964. Abstract in Diss. Abstracts, 25:2816.

5751. TEAD, ORDWAY
"Character and the College Teacher." Jour. Higher Educ., 35:269-272, May 1964. Author: Member of the Board of Higher Education, New York.

Points out the extreme importance of character in the successful college teacher. "The implications of a concern with character as it bears upon the teacher's scholarship have to do with clarity and coherence in communication with colleagues and students and with upholding standards of excellence, thoroughness, mental adventuresomeness, robust affirmation of purpose, and cheerfulness of performance." ". . .I am not talking about a paragon or a saint. The emphasis is upon a virile, hearty, cheerful, robust person, in whom scholarship is the happy and freely accorded channel of personal fulfillment, and the enhancement of student personality is accepted as a creative challenge."

5752. VAIRO, PHILIP DOMINIC
"A Comparative Study of the Qualifications and Salaries of Teachers in Two-Year Colleges and Teachers Giving Instruction to Freshmen and Sophomores in Four-Year Colleges in North Carolina." Ed. D. dissertation, Duke University, 1963. Abstract in Diss. Abstracts, 24:1800.

Finds an unfavorable comparison between two-year and four-year college teachers. Two-year teachers are less qualified and receive substantially lower salaries than teachers in four-year colleges.

5753. VERHAVEN, DOROTHY
"Are You an Effective Methods Teacher?" Jour. Bus. Educ., 39:59-60, November 1963. Author: Bemidji State College, Minnesota.

An effective methods teacher of business subjects will possess at least ten special characteristics and qualities. The author lists and discusses these characteristics and qualities in this article.

5754. WATTENBARGER, JAMES L.
"Five Years of Progress in Florida." Jun. Coll. Jour., 34:16-8, October 1963. Author: Director of Division of Community Junior Colleges, Florida State Department of Education.

Task forces studied five areas of Florida's junior college growth from 1957-62. The faculty task force found many interesting facts about Florida's junior college faculties.

SEE ALSO NOS. 85-226, 2727-2768, 2776, 2777, 2780, 3819, 3878, 3883, 3886, 3891, 3913, 3934, 3996, 4069, 4108, 4119, 4130, 4141, 4142, 4145, 4182, 4190, 4403, 4438, 4452, 4459, 4476, 4477, 4478, 4553, 4637, 4677, 4731, 5085, 5152, 5167, 5215, 5216, 5217, 5282, 5311, 5369, 5409, 5553, 5584, 5585, 5607, 5706, 5800, 5810, 5820, 5836, 6118, 6169, 6750.

D. SELECTION AND APPOINTMENT

(Nos. 5755-5764)

5755. ASHLEY, ROBERT P.
"Let No Such Man be Trusted: Advice on Hiring Faculty." North Cent. Assoc. Quart., 38:283-286, Spring 1964. Author: Dean of Ripon College, Wisconsin.

Discusses the sticky business of hiring a faculty member. "But, in reading credentials and conducting interviews, you can at least be wary of certain dangerous types of applicants." Examples of eight most common types are given.

5756. BROWNING, ELMER R.
"The Ideal Department Chairman." Nat. Bus. Educ. Quart., 30:42-47, Summer 1962. Author: Dean, School of Business, East Carolina College, North Carolina.

The author discusses two jobs of the chairman and his top-ranking problem: the employment and retention of teaching personnel. "All other problems in education are secondary to the hiring of good teachers." He goes on to discuss the types of teachers the Chairman looks for, their teaching hours, and general problems.

5757. DOUGLAS, LLOYD V.
"The Selection and Assignment of Staff Members." *Nat. Bus. Educ. Quart.*, 30:48-53, Summer 1962. *Author:* Head of the Department of Business Education at the State College of Iowa, Cedar Falls.

Suggestions are given for the selection of a staff member, and the future and continuing assignment of the staff member to departmental, college, and professional duties. He discusses communication, selection, and assignment, with emphasis on beginning assignment and increasing responsibilities.

5758. HEILIG, HARLAND E.
"The Application Blank as a Predictive Instrument for the Selection of Part-Time Teachers in an Evening College." Ed. D. dissertation, Rutgers--The State University, 1963. Abstract in *Diss. Abstracts*, 24:4074.

An examination of patterns of social and educational characteristics related to teaching success.

5759. JETER, JOHN
"The Placement of Music Graduates in Higher Education." *Music Jour.*, 21:50-2, May 1963. *Author:* Instructor in music and music placement coordinator, Indiana University.

"A vital cog in this great machinery known as Music in Higher Education is the music placement service supplying advice for the music administrator in his search for competent faculty members and offering counsel for the music student in his search for work in a socially useful and aesthetically satisfying occupation." The author gives some specific examples of ways in which the placement service actually does function.

5760. KLUGH, H. E.
"Approaches to the Academic Market." *Amer. Psych.*, 19:8:670-674, August 1964. *Author:* Alma College

A study of methods used by job-seekers to secure academic positions in colleges and universities. Questionnaires were sent to 306 recent appointees, the names being selected from the membership of the APA having academic rank. Returns from 161 faculty members provide the data for this report.

5761. RUSSELL, ROGER D.
"Teacher Recruitment: A New Challenge for the Negro College." *Educ. Forum* 28:437-41, May 1964. *Author:* Counselor in the Department of Student Life, City College of New York.

This is a report of a study conducted to determine the extent to which two factors are contributing to teacher losses of Negro colleges. One is the decline of discriminatory hiring and promotional policies and practices in government, industry and business. The other is a decline of discriminatory hiring policies and practices in white colleges and their subsequent competition for qualified Negro teachers.

5762. SCHUELER, HERBERT
"Recruitment and Appointment of Faculty." *Improvement of Instruction in Higher Education* (No. 4321), 23-29, 1962. *Author:* Director of Teacher Education, Hunter College, City University of New York.

Analysis of questionnaire study circulated to AACTE members. Reports sources of recruitment, effectiveness of letters of recommendation, methods of appraisal and evaluation of candidates (interview, observation of teaching), responsibility for recruitment and appraisal, relative importance of candidates' points of view, and the degree of "inbreeding" practiced by institutions.

5763. SHIMKIN, MICHAEL B.
"Personnel Selection in Academic Institutions." *Science*, 143:637, February 14, 1964. *Author:* Fels Research Institute, Temple University School of Medicine, Pennsylvania.

Discusses faculty recruitment in colleges and universities. Criticizes procedures. "It is obvious that the present mechanisms are inefficient and undemocratic, from the standpoint of both employer and employee." Recommends a more direct approach.

5764. VACCARO, LOUIS C.
"Faculty Recruitment by Community Colleges." *Mich. Educ. Jour.*, 41:11-14, February 1964. *Author:* Assistant to the Vice-president for Academic Affairs, Marquette University, Wisconsin.

This is a report on existing practices used by Michigan Community College administrators in the recruitment and selection of faculty. Specifically the study evaluates: (1) sources; (2) methods of recruitment; (3) methods in selection; (4) criteria applied as basic qualifications for employment; (5) present problems; (6) future problems and trends; and (7) analysis and evaluation of these problems as they relate to the larger problem of national teacher shortage.

SEE ALSO NOS. 227-256, 2769-2777, 3776, 3777, 3819, 3916, 3944, 3947, 4092, 4095, 4113, 4123, 4131, 4140, 4145, 4172, 4184, 4189, 4219, 4266, 4296, 4405, 4423, 4441, 4518, 5601, 5603, 5704, 5853, 5994.

E. SUPPLY AND DEMAND

(Nos. 5765-5809)

1. GENERAL

(Nos. 5765-5791)

5765. BRUNNER, HENRY S.
Land Grant Colleges and Universities, 1862-1962. U. S. Office of Education Bulletin 1962, No. 13. Washington: U. S. Government Printing Office, 1962. *Author:* Specialist for Agricultural Education, Division of Higher Education.

A break-down by states of the number of faculty members employed in land grant colleges and universities is made in this publication.

5766. CHASE, JOHN L.
"The Numbers Game in Graduate Education." *Jour. Higher Educ.*, 35:138-143, March 1964. *Author:* Specialist in Graduate Education, U. S. Office of Education.

Regarding college teacher supply and demand, the writer notes conflicting research findings in three major studies: (1) Bernard Berelson, *Graduate Education in the United States*; (2) Ray Maul, *Teacher Supply and Demand*, 1961; and (3) the U. S. Office of Education report entitled *Ten-Year Objectives in Education: Higher Education Staffing and Physical Facilities, 1960-1961 Through 1969-1970.* Notes that better qualified college teachers are needed. Concludes, "We cannot say with any degree of certitude or precision that by a certain date we will be short so-and-so-many qualified teachers. The point to emphasize, however. . .is that the more closely one examines the assumptions underlying the *projections*, the more one realizes that all of the uncertainties lie in the direction of widening the gap between qualified teacher supply and demand."

5767. DIVISION OF EDUCATIONAL STATISTICS, BUREAU OF EDUCATIONAL RESEARCH AND DEVELOPMENT
Digest of Educational Statistics. U. S. Office of Education Bulletin 1963, No. 10. Washington: U. S. Government Printing Office, 1962.

This publication contains statistics on the numbers of faculty members in institutions of higher education during the years 1957-58 and 1959-60.

5768. DIVISION OF EDUCATIONAL STATISTICS, BUREAU OF EDUCATIONAL RESEARCH AND DEVELOPMENT
Digest of Educational Statistics. U. S. Office of Education Bulletin 1963, No. 43. Washington: U. S. Government

Printing Office, 1963.

This publication contains statistics on the number of faculty members in institutions of higher education up to the 1962-63 school year.

5769. EURICH, ALVIN C.

"Staffing Junior Colleges." Jun. Coll. Jour., 33:8-12, March 1963. Author: Vice-president of the Fund for Advancement of Education and Executive Director of the Education Division of the Ford Foundation.

"Junior college administrators will face great problems in the years just ahead and none will be more critical than that of finding competent teachers." Higher salaries, more prestige, closer cooperation with four year institutions, and greater use of part-time and retired persons are among the suggestions offered by the author for a solution to this vexing problem.

5770. HIGHER EDUCATION SURVEYS SECTION, DIVISION OF EDUCATIONAL STATISTICS

Summary Report: Faculty and Other Professional Staff in Institutions of Higher Education, 1961-62. U. S. Office of Education. Washington: U. S. Government Printing Office, 1963.

This is an abbreviated report based on the regular biennial survey of the Office of Education on faculty and other professional staff for the first term of the 1961-62 academic year.

5771. HIGHER EDUCATION SURVEYS SECTION, DIVISION OF EDUCATIONAL STATISTICS

Summary Report: Faculty and Other Professional Staff in Institutions of Higher Education, 1963-64. U. S. Office of Education. Washington: U. S. Government Printing Office, 1964.

A preliminary report on the number of faculty and other professional staff based on a sample of 400 institutions.

5772. HUDDLESTON, EDITH M., BADGER, HENRY G., and PRICE, BRONSON

Statistics of Higher Education, 1957-58: Faculty, Students, and Degrees. Chapter 4, Section 1 of Biennial Survey of Education in the United States. . 1956-58. U. S. Office of Education. Washington: U. S. Government Printing Office, 1962. Authors: Not identified.

This publication contains statistical data on types and numbers of faculty positions by states and regions as well as by type of institutional control and type institution. Data are included from 1869-70 through 1957-58.

5773. "Just 1/4 of New College Teachers Have Doctorate." Mich. Educ. Jour., 41:12, February 1964.

Here is a brief review of the N.E.A. Research Division's Teacher Supply and Demand in Universities, Colleges and Junior Colleges, 1961-62 and 1962-63.

5774. KEPPEL, FRANCIS

"National Needs and American Higher Education." Nat. Cath. Educ. Assoc. Bull., 61:128-33, August 1964. Author: U. S. Commissioner of Education.

The author stresses the crucial need for more well-qualified college teachers. "Estimates indicate that approximately 320,000 new college teachers will be needed during the decade of the 1960's, but . . .at the present rate, only 141,000 doctoral degrees will be earned. . . ."

5775. "Large Staff Increases Foreseen." Mich. Educ. Jour., 41:13, February 1964.

A short resume of the U. S. Office of Education projected figures to 1970-71 on the number of instructors who will be teaching in U. S. colleges and universities.

5776. LIND, GEORGE

Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1960. U. S. Office of Education Circular 689. Washington: U. S. Government Printing Office, 1962. Author: Survey Statistician, Division of Statistics and Research Services.

Contains statistical data on faculty positions in land-grant institutions.

5777. LIND, GEORGE

Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1962. U. S. Office of Educational Circular 734. Washington: U. S. Government Printing Office, 1964. Author: See No. 5776.

Contains statistical data on faculty positions in land-grant institutions.

5778. LINDSAY, FELIX H. I.

Faculty and Other Professional Staff in Institutions of Higher Education, First Term 1959-60. U. S. Office of Educational Circular 714. Washington: U. S. Government Printing Office, 1963. Author: Education Research and Program Specialist.

This report provides basic data on faculty and other professional staff in institutions of higher education.

5779. MARKS, ALVIN, and DILLON, MARVIN

"Teacher Personnel Research in Higher Education." Review Educ. Research, 33:391-397, October 1963. Authors: Sonoma State College, California.

Reports on sources of new data; the need and preparation of college teachers; ratings and evaluations; and salaries and other benefits.

5780. MAUL, RAY C.

Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1961-62 and 1962-63. Washington: National Education Association, May 1963. 86 pp. (Research Report, 1963-R3). Author: Assistant Director, Research Division, National Education Association.

A very comprehensive study, similar to earlier ones of 1955, 1957, 1959, and 1961, thus affording data for a study of trends. The report is organized in three sections: "Recent Efforts to Staff Universities and Colleges with Qualified Teachers", "Recent Efforts to Staff Junior Colleges with Qualified Teachers", and "Occupations Claiming Doctor's Degree Graduates of 1960-61 and 1961-62." The appendix contains 25 detailed tables.

"The Changing Nature of the Teacher Shortage." NEA Jour., 52:41-2, November 1962.

"The part of the teacher shortage problem that is least emphasized in public discussion is the one facing colleges and universities. For the past ten years all but a few of the best financed universities have been having difficulty finding faculty candidates with satisfactory qualifications."

5781. "N.I.C.'s Last Before Robbins." Times Educ. Supp., 2527:584, October 25, 1963.

Comments on migration of British university teachers to the United States, discusses question on the London Allowance: a weighting on salary to compensate for higher living cost.

5782. OFFICE OF EDUCATION, U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Teaching Faculty in Higher Education, 1962-63: Primary Teaching Areas and Contract Salaries. Washington: U. S. Government Printing Office, 1964.

Contains information from a survey "Status and Career Orientations of College Faculty, 1962-63." Reports number and percent of teaching faculty in primary teaching areas in higher education classified by type, control and faculty size. Also includes contract salaries by field, region, rank, type, control, and faculty size.

5783. "Projections of College Faculty, 1950-70." Higher Educ., 19:22-3, July 1963.

Report on total number now teaching and project increases, with enrollment increases required to fill this manpower need.

5784. REINERT, VERY REV. PAUL C., S. J.

"The Responsibility of American Catholic Higher Education in Meeting National Needs." Nat. Cath. Educ. Assoc. Bull., 61:134-42, August 1964. Author: President, Saint Louis University, Missouri.

This paper outlines four mandates which are of special importance to us at this time in our history.

The second mandate is especially relevant. It calls for providing faculties composed of dedicated, effective teachers and first-rate scholars in all the academic curricula offered by an institution.

5785. ROGERS, JAMES F.

"Estimated Demand for Professional Staff in Higher Education for the Remainder of this Decade." Current Issues in Higher Education, 1964 (No. 5687), 254. Author: Specialist for Faculty Staffing, Division of Higher Education, U. S. Office of Education.

Predictions for 1970 of increase in the size of college-age population, number of students in college, and number of additional professional staff members who will be needed.

5786. SIMON, KENNETH A.

Instructional Staff in Institutions of Higher Education, Projected to 1970-71. U. S. Office of Education Circular 715. Washington: U. S. Government Printing Office, 1963. Author: Chief, Reference, Estimates and Projections Section.

The title denotes the contents of this circular.

5787. SIMON, KENNETH A., and FULLAM, MARIE G.

Projections of Educational Satistics to 1973-74. U. S. Office of Education Circular 754. Washington: U. S. Government Printing Office, 1964. Authors: (1) Chief, Reference, Estimates, and Projection Section; (2) Analytical Statistician, Division of Educational Statistics, Bureau of Educational Research and Development.

This circular contains tables depicting the faculty needs of institutions of higher education through 1973-74.

5788. "Teaching Faculty in Universities and Four-Year Colleges." Higher Educ., 20:12-3, April 1964.

"Faculty members who taught at least one course creditable toward a degree by the student, who held the rank of instructor or above, and who were employed for the full 1962-63 academic year participated in the survey."

This report includes number of faculty in each teaching area, and percentage of total faculty, as well as average salaries for each teaching area for 1962-63.

5789. TOTARO, JOSEPH V., Editor

Women in College and University Teaching: A Symposium on Staff Needs and Opportunities in Higher Education. Madison, Wisconsin: The University of Wisconsin, 1963. 54 pp. Editor: Director of Teacher Placement and Associate Professor of Education, The University of Wisconsin.

A reprint of addresses delivered at the above symposium, the main purpose of which was to attract the sixty women participants into academic careers. The speakers dealt with the underdevelopment of "female brain power" (Lindley J. Stiles); the professional status of faculty women--rank, salary, degrees held (Gladys L. Borchers); opportunities for preparation through continuing education (Mrs. Thomas Kelsale); the demands of being a scholar-teacher (Marie C. Conklin); and how to combine family and "non-family" role (Ruth Hill Useem).

5790. WALKER, ROSE M.

"Professional Staff in U. S. Colleges." School Life, 46:42-43, January 1964. Author: USOE Staff.

"The number of faculty members and other professional staff members in institutions of higher education is rising, but not so fast as the number of students." Comparisons are made between public and private institutions, and positions held by men and women.

5791. WALSH, JOHN

"Faculty: New Federal Survey Shows Distribution by Field and Differences in Salaries." Science, 144:982+, May 22, 1964. Author: Editorial Staff, Science.

Summary of Teaching Faculty in Higher Education, 1962-63, published by the U. S. Office of Education. Covers field and regional differences.

SEE ALSO NOS. 257-339, 2778-2817, 3818, 3866, 3879, 3955, 3962, 3969, 3988, 4002, 4003, 4016, 4022, 4061, 4086, 4101, 4115, 4143, 4189, 4193, 4194, 4199, 4428, 4652, 4769, 5579, 5584, 5585, 5712, 5723, 5840, 6055, 6340.

2. SPECIAL GROUPS

(Nos. 5792-5809)

5792. ADAMS, JAMES F., and JENKINS, PETER H.

"The Psychological Marketplace." Amer. Psych., 17:4:208-209, April 1962. Authors: Temple University, Pennsylvania.

An analysis of the nearly 800 job openings listed with the placement office at the Eastern Psychological Association meetings. "The job descriptions were analyzed for salary. . .educational requirements, experience required, and the major duties of the position." For the academic positions, the demands for research and specific teaching areas are presented.

5793. BOYD, CLIFFORD A.

"The Future Supply and Demand for College Health Educators." Jour. School Health, 33:428-31, November 1963. Author: University of Florida.

Considers the problem of supply and demand for college teachers in health education and presents three steps for meeting the problem.

5794. CONSOLAZIO, WILLIAM V.

"Sustaining Academic Science, 1965-75." Educ. Record, 45:210-29, Spring 1964. Author: Senior Analyst for Research and Science Education, Science Resources Planning Office, National Science Foundation.

This is a report on the resources the nation will require to train adequately all those who will seek higher education in science, mathematics, and engineering.

Projections are made on enrollment and faculty needs, as well as costs and sources of support.

5795. DOBROVOLNY, JERRY S.

"Preparation of Junior College Teachers of Technical Subjects." Jun. Coll. Jour., 35:9-13, December 1964. Author: Professor and Head of Department of General Engineering, University of Illinois.

"It has been generally agreed that the competencies required of teachers of the more advanced subjects in post-high school programs preparing highly skilled technicians fall into three major categories: subject matter competency, appropriate industrial experience, and pedagogic ability." Writer discusses problems involved in finding qualified instructors.

5796. HAMMERNESS, F. C.

"The Demand for Pharmacy Graduates in Teaching." Amer.

Jour. of Pharm. Educ., 28:545-6, Fall 1964. Author: University of Colorado.

"It is interesting to note that the faculties of the member schools have been upgraded." "The anticipated demands for teachers for the future are greater for those individuals holding graduate degrees in pharmacy disciplines."

5797. KEMENY, JOHN G.

"Once the Professor Was a Teacher." N. Y. Times Mag., p. 14+, June 2, 1963. Author: Chairman of the Mathematics Department, Dartmouth College, New Hampshire.

"As far as the average undergraduate is concerned, the well-qualified professor is nearly extinct." Discusses the shortage of Ph.D. faculty due to non-educational employment, research, and travel. Emphasizes the weakness of undergraduate instruction in mathematics and the plight of the sciences.

5798. LINDQUIST, CLARENCE B.

"College Teachers in Engineering, Mathematics, and Physical Sciences: Supply and Demand." Higher Educ., 20:11-17, November 1963. Author: Specialist for Mathematics and Physical Sciences in the Division of Higher Education of the U. S. Office of Education.

Increased need for more doctorates in mathematics and the physical sciences has resulted in this manpower study. This article reports the trends in supply and demand and the degree qualifications of new college teachers. A crash program is proposed to train new personnel.

"But considering the nation as a whole, the overall quality of college and university faculties, as measured by educational attainment, will not likely improve for some time."

5799. MARITA, SISTER MARY, O. S. F.

"The Potential Contribution of the Sisterhoods for Graduate Education." Nat. Cath. Educ. Assoc. Bull., 60:190-5, August 1963. Author: Carpenter Tower, Milwaukee, Wisconsin.

This is an evaluation of the potential which the Sisterhoods have for staffing graduate faculties in Catholic graduate schools, one source which seems relatively unused.

5800. MAUL, RAY C.

"Can We Get Enough Good Teachers?" Jun. Coll. Jour., 34:3-6, December 1963 - January 1964. Author: Assistant Director of the Research Division, National Education Association, Washington, D. C.

This is an interpretation of the 1962-63 biennial nationwide study (begun in 1957) of faculty employment practices among two year colleges. It was found that 18 percent of the faculty members were new; that is, they were not employed in junior colleges the year before. Seventy percent of these new faculty members were male and 79 percent had at least the master's degree. The best single source of supply was the high school classroom.

5801. NYSTROM, J. W.

"Can Industrial Laboratories Supply Part-Time College Teachers?" Coll. and Univ., 39:135-46, Winter 1964. Author: Associate Professor,Education, American University of Beirut, Lebanese Republic.

The author explores the availability of scientific personnel in industry for teaching part-time in colleges and universities. This manpower pool is examined because the need to train more scientists has created a need for more teachers in fields already in short supply because of industrial demands. Laboratories were surveyed to assertain their potential contribution of part-time faculty.

5802. "Personal Business: Businessmen Back on the Campus." Bus. Week, pp. 149-50, June 6, 1964.

Discusses the return of businessmen to teaching and three elements making it easier to change from the practice of management to the teaching of its theories. "Classroom theory and business practice are closer."

5803. PETERSEN, RICHARD J.

"Scientists and Engineers Employed at Colleges and Universities, 1958." Monthly Labor Rev., 85:37-41, January 1962. Author: National Science Foundation.

"About half of the 311,000 professional personnel employed by the nation's colleges and universities in 1958 were scientists and engineers. . . ." Provides breakdown of employment by type and size of institution, and fields of science specializations.

5804. PETERSON, RON, and FEATHERSTONE, FRED

"Occupations of Counseling Psychologists." Jour. Counseling Psych., 9:221-224, Fall 1962. Authors: University of Missouri.

This study places graduates in counseling psychology in eight job positions and fourteen job settings. "A most pronounced concentration of these graduates appears in the faculties of colleges and universities where 53.5 percent of the total are found to be employed."

5805. "Postdoctoral Teaching Internships Set Up." Chem. Eng. News, 42:46, March 9, 1964.

"A program of postdoctoral teaching internships is being started by colleges that are members of the Great Lakes Colleges Association. The purpose of the plan is to encourage young scientists to try teaching at a liberal arts college before they commit themselves to careers at universities or research institutes."

5806. REIMER, BENNETT

"The Market for Music Teachers." Music Educ. Jour., 49:42-54, February-March 1963. Author: Placement consultant in music and other college teaching fields, University of Illinois Office of Placement.

This article highlights what the author considers the most important patterns and problems of the academic marketplace as they apply to the field of music. He deals with the problem of breaking into college teaching and ways of competing effectively, and he emphasizes those factors which must be present if a teacher is to be successful in his work and in improving himself professionally.

5807. "Training Future Engineering Teachers." Chem. Eng. News, 40:49, February 12, 1962.

Ford Foundation has made the first grants in a new $8 million program to increase the nation's corps of engineering teachers.

5808. YAGER, BARBARA

"Some Characteristics of Women Who have Chosen College Teaching in Physical Education." Ed. D. dissertation, University of Southern California, 1964. Abstract in Diss. Abstracts, 24:5182.

An attempt to find information that may be useful in alleviating the shortage of women teachers in college physical education.

5809. ZANT, JAMES H.

"The Teaching of Mathematics at the College and University Level." Review Educ. Research, 14:347-53, June 1964. Author: Oklahoma State University.

Discusses the shortage of well-trained teachers; the training of mathematicians for college teaching; and the improvement of teaching.

SEE ALSO NOS. 340-358, 2818-2828, 3848, 3880,3922, 3924, 3928, 3930, 3935, 4200, 4303, 4371, 4431, 4432 4440, 4442, 4444, 4447, 4449, 4503, 4516, 4665, 4716, 6117 6743.

F. TRAINING

(Nos. 5810-5869)

1. GENERAL

(Nos. 5810-5848)

5810. ALPREN, MORTON

"A Survey of Courses and Programs for the Preparation of College Teachers." Jour. Teach. Educ., 13:273-8, September 1962. Author: Professor of Education, Temple University, Pennsylvania.

Report on a questionnaire designed to elicit information about courses on college teaching and programs of higher education. Gives conclusions, interpretations and evaluations, and makes a three point recommendation for a pattern of courses on higher education.

5811. AXELROD, JOSEPH

"Depth Versus Breadth in the Preparation of College Teachers." Jour. Teach. Educ., 13:262-267, September 1962. Author: Associate Dean of Instruction, South Bay State College, California.

Discusses present view on the role of interdisciplinary study in undergraduate college programs, interdisciplinary study in the graduate school in addition to work within a traditional discipline, and the intimate relationship between the graduate schools and the undergraduate college.

5812. BETHEL, LAWRENCE L.

"Commission Committments: Commission on Instruction." Jun. Coll. Jour., 34:30, March 1964. Author: President, Fashion Institute of Technology, New York.

Author reports on the work of the commission including proposal to Ford Foundation for experimental programs in the preparation of community college instructors.

5813. BOLMAN, FREDERICK deW., JR.

"Can We Prepare Better College and University Administrators?" Current Issues in Higher Education, 1964 (No. 5687), 230-233. Author: Director of Special Programs, Esso Education Foundation.

An abbreviated version of Mr. Bolman's remarks which have been published in full, along with the comments of the panel members and moderator, by the Association for Higher Education in a pamphlet titled Toward Better Preparation of College and University Administrators.

5814. BROUDY, HARRY

"The Education of Teachers of Teachers." Jour. Teach. Educ., 13:284-291, September 1962. Author: Professor of Education, University of Illinois, Urbana.

Presents historical background and outlines the dimensions of standard problem areas. Evaluates specialization in education and the design for teacher preparation.

5815. BURNETT, JOSEPH F.

"German and American Professors of Chemistry: A Contrast." Jour. Chem. Educ., 39:225-229, May 1962. Author: Brown University, Rhode Island.

A year's immersion in the currents of German chemistry has made the author aware of the differences between German and American professors of chemistry. He reports on background and education of the German professor and his place in the higher education organization. Comparison is also made of research training and research in Germany and America.

5816. CAPELLE, G.

"Teaching English in Europe: 1. France." English Lang. Teach., 18:2-9, October 1963. Author: Director, Bureau d'Etude et de Liaison pour l'Enseignement du Francais dons le Monde.

The author regrets that prospective English teachers are not really trained in the principles and techniques of their profession. He says that linguistic and psychological research have had little influence on official teaching in school. He also points out that the study of contemporary language is neglected in the universities. Preparation for a teaching career in English is not begun early enough.

5817. CARMICHAEL, O. C.

"Improving the Quality of Graduate Education for Prospective College Teachers." Current Issues in Higher Education, 1962 (No. 5685) 202-205. Author: Consultant, Fund for the Advancement of Education.

A brief outline of a suggested three-year master's degree program for college teachers and some comments about the need for a change in emphasis in the undergraduate study of humanities and social sciences from facts to ideas and concepts. This in turn calls for the reorientation of the instruction and research of graduate students in these areas, which would "revitalize the humanistic-social studies and perhaps give new meaning to liberal education."

5818. CARMICHAEL, OLIVER C.

"Improving the Quality of Graduate Education for Prospective College Teachers." Jour. Teach. Educ., 13:253-57, September 1962. Author: Consultant to the Ford Foundation.

Gives consideration to the qualities needed for effective college teaching, early identification of talent, better recruitment, and articulation of the graduate with the undergraduate programs. Discusses how the attitude, outlook and skills required may be developed.

5819. CARTON, SISTER M. FRANCIS REGIS, S. S. N. D.

"An Inquiry into the Study of Sacred Doctrine and Faculty Preparation in Sixty-Three Catholic Colleges." Ph. D. dissertation, The Catholic University of America, 1963. Abstract in Diss. Abstracts, 24:2372.

Study of current status of sacred doctrine studies readily available to college teachers in Catholic colleges, Information on faculty preparation given.

5820. CHRISMAN, MILLER LEE

"Preparation and Experience of the Music Teacher in Higher Education." Ed. D. dissertation, University of Southern California, 1962. Abstract in Diss. Abstracts, 23:3681, 1963.

Assessment of the preparation and experience of college music teachers; report on the qualifications desired by administrative officers; identification of patterns of preparation and experience.

5821. DAVIS, RICHARD H.

"College Teacher Project--A Summary Report." North Cent. Assoc. Quart., 37:251-258, Winter 1963. Author: Assistant Secretary of the North Central Commission on Colleges and Universities.

Report on an inventory at all N.C.A. institutions to identify existing activities related to pre-service and in-service education of college teachers. Also considered are co-operative programs and programs for the recruitment and preparation of college teachers.

5822. DONNELLY, CHARLES ROBERT

"The Preparation, Functions, and Certification of Public Junior College Teachers in Michigan." Ph. D. dissertation, University of Michigan, 1961. Abstract in Diss. Abstracts, 22:2247, 1962.

Study of academic and professional background, non-teaching duties, and opinions about certification requirements.

5823. DUFF, JOHN CARR
"Creative Teaching in Colleges and Universities." Jour. Higher Educ., 35:154-157, March 1964. Author: Professor of Educational Administration, New York University.

Insists that professors must know more than subject matter to be successful college teachers; they must also employ effective instructional techniques. "The problem I am posing is even more difficult than that which involves a realization of the crucial necessity for teaching skills, for I am not asking how professors, individually or collectively, may be made sensitive to the critical importance of educational method; I am asking that they find out for themselves, by whatever tests are useful, which methods are most effective--and which are least effective--in teaching students to think creatively, to learn creatively, to solve problems creatively."

5824. EELLS, WALTER CROSBY
"Dissertations on Improvement of College Teaching--1960." Improv. Coll. & Univ. Teach., 11:51-54, Winter 1963. Author: Retired Professor of Education, Washington, D. C.

"During the year 1960 at least 121 doctoral dissertations were accepted in American colleges and universities dealing with the improvement of college teaching and college teachers. This is a marked increase in the number of such research studies" over earlier years, and it "is further evidence of sincere nationwide interest in the responsibilities of the professor as teacher."

5825. EDWARDS, ISABEL HUNT
"College Teachers in Mental Retardation: Preparation Necessary for Competencies Required and Proposals for the Teachers College, Columbia University Program." Ed. D. disseration, Columbia University, 1963. Abstract in Diss. Abstracts, 24:5216.

5826. FEIRER, JOHN L.
"Teachers of our Teachers." Indus. Arts & Voc. Educ., 52:15, November 1963. Author: Editor, Industrial Arts and Vocational Education.

"Are the new staff members in our college industrial educational departments as well qualified as they should be?" The editor discusses what training the college industrial arts education faculty should have.

5827. FERREE, VERY REV. WILLIAM S. M.
"Catholic Teacher Education and Social Leadership." Nat. Cath. Educ. Assoc. Bull., 61:190-8, August 1964. Author: Assistant General of the Marianists, Office of Apostolic Action, Rome, Italy.

A consideration of the educational process for teachers and how it might also prepare them for social leadership. Discusses what the teacher training institutions should do.

5828. GIFFIN, KIM, and SKINNER, GARY
"An Investigation of the Academic Preparation and Professional Qualifications of Teachers of College Courses in Discussion." Speech Teacher, 12:43-49, January 1963. Authors: (1) Head of the Speech Communication Division, Department of Speech and Drama, The University of Kansas; (2) graduate student at Princeton Theological Seminary, New Jersey.

Gives general data and educational background of 254 questionnaire respondents. Lists academic majors of teachers of discussion and areas of discussion emphasized. Fifteen conclusions are reported.

5829. GLEAZER, EDMUND J., JR.
"AAJC Approach." Jun. Coll. Jour., 35:3-4, September 1964. Author: Executive Director, American Association of Junior Colleges, Washington, D. C.

"There is no more critical problem before us now than the preparation of competent faculty." Author suggests two approaches for training junior college faculty.

5830. GUSTAD, JOHN W.
"Preparation for College Teaching." Current Issues in Higher Education, 1963 (No. 5686), 194-197. Author: Dean, College of Liberal Arts, Alfred University, New York.

"I am arguing for a division of labor with the graduate schools being primarily responsible for preparation for scholarship and the employing institutions with teaching competence."

5831. HOWES, RAYMOND F., Editor
Toward Better Preparation of College and University Administrators. Washington: Association for Higher Education, 1964. 37 pp. Editor: Assistant to the Chancellor--Public Affairs, University of California, Riverside.

A pamphlet containing a full report of the proceedings of a sectional meeting of the Nineteenth National Conference on Higher Education in April, 1964. A much shorter and less-detailed report appears in Current Issues in Higher Education, 1964. This publication includes the address by the analyst, Frederick de W. Bolman, Jr., "Can We Prepare Better College and University Administrators?" and comments of the panel members and moderator. Mr. Bolman calls attention to the need for three kinds of education for the administrator: professional skill, comprehensive understanding, and "political" insight.

5832. HUNT, ERLING M.
"An Ed.D. for College Teachers." Jour. Teach. Educ., 13:279-283, September 1962. Author: Professor of History and Head of the Department of Social Studies at Teachers College, Columbia University, New York.

Presents course and other requirements, guidance and standards, for a special program to train college teachers.

5833. "Indiana Graduate Program Will Offer Ph.D. in Mass Communications." Audiovisual Instr., 7:322.

A description of a new interdepartmental program of graduate study in mass communications available in September, 1962. Includes two minors, one in methods and statistics, the other in either social sciences or applied mass communications.

5834. LAUGHLIN, RICHARD L.
"Training Instructors for College." Educ. Forum, 28:497-9, May 1964. Author: Head of the English and Speech Department, Bronx Community College, New York.

Six objectives in training prospective college instructors are proposed along with five training specifics. They are illuminated with outstanding quotations including several from the Bible. Personal factors are listed which should be used as criteria in screening prospective teachers.

5835. McGRATH, EARL J.
"The Preparation of College Teachers: Some Basic Considerations." Jour. Teach. Educ., 13:247-52, September 1962. Author: Executive Officer, Institute of Higher Education, Teachers College, Columbia University, New York.

Concerned with the preparation of teachers of undergraduates in liberal arts colleges. Based on the opinions of the presidents of liberal arts colleges and their ideas of the purpose of college education and the selection of college teachers. Makes four proposals.

5836. MACALLISTER, ARCHIBALD T., Editor
"The Preparation of College Teachers of Modern Foreign Languages." Hispania, 47:544-559, September 1964. Author: not identified.

In order to learn what graduate departments are doing specifically about teacher training the modern language association sent a questionnaire to the training departments. A conference was held to give thoughtful consideration to the questionnaire results and the overall problem of training college teachers of modern foreign languages. This report discusses the teaching assistantship, and the undergraduate program for foreign language majors, the graduate programs and NDEA Seminars for college teachers.

5837. MACDONALD, RONALD

"The Opinions of College and University Teachers in the Atlantic Region of Canada Regarding the Preparation of College and University Teachers." Ed. D. dissertation, Cornell University, 1961. Abstract in *Diss. Abstracts*, 22:3936, 1962.

An investigation to determine what would appear to constitute the most appropriate training for prospective college and university teachers as seen by college and university teachers. Significant differences were found among four groups: professional education; humanities; social sciences; and physical, biological, and mathematical sciences.

5838. METCALF, LAWRENCE E.

"The Reflective Teacher." *Phi Delta Kappan*, 44:17-21, October 1962. *Author*: Professor of Education, University of Illinois.

"But it should be clear from what has been reported here that the new horizons for the social studies are in methods of teaching." The social studies teacher of the future will have to be well trained in logic, linguistics, and the philosophy of science in addition to knowing more social science than has been required of him in the past.

5839. MILLETT, JOHN D.

"Improving the Quality of Graduate Education for Prospective College Teachers." *Current Issues of Higher Education, 1962* (No. 5685), 206-209. *Author*: President, Miami University, Ohio.

Graduate education should *not* have two tracks, one for college teaching and the other for research. "The double track in graduate education introduces, fundamentally, the idea of distinction between instruction and research, between teaching and scholarship whereas the basic challenge to American higher education is to unite not to separate, these two phases of learning. . . . The doctoral candidate needs an opportunity to do both and then later to make a choice, if he must, between the two in the light of available opportunity, personal experience, and other considerations."

5840. MITTERLING, PHILIP I.

"A Plea for Teaching." *Superior Student*, 6:1-2, March 1964. *Author*: Director and Editor-in-Chief of *The Superior Student*.

"Young academic aspirants today recognize very early in their careers that teaching is to be avoided if possible." Discusses the pressure for re-examination of graduate training methods and the shortage of college and university teachers.

5841. PAULSEN, F. ROBERT

"College Teaching: Tomorrow's Educational Problem." *Improv. Coll. & Univ. Teach.*, 11:41-44, Winter 1963. *Author*: Dean, School of Education, University of Connecticut.

The current and prospective shortage of college teachers "constitutes a crisis in higher education." The writer describes the situation and suggests remedies: recruitment of possible future faculty members, provision of better programs for preparing for college teaching, and in-service improvement of teaching personnel. "The challenge remains to provide more educational opportunity for all American youth, but never to sacrifice quality."

5842. PFNISTER, ALLAN O.

"Historical Perspective and Current Issues in the Preparation of College Teachers." *Jour. Teach. Educ.*, 13:237-246, September 1962. *Author*: Associate professor of higher education, University of Michigan, Ann Arbor.

Reviews background of preparation for college teaching and seven current issues. Considers the growth of specialization, the emphasis on the doctorate and the general education movement.

5843. PYLE, GORDON B.

"Strengthening the Junior College Teaching Profession." *Jun. Coll. Jour.*, 32:526-33, May 1962. *Author*: Dean of Basic Studies, Dade County Junior College, Florida.

"The true measure of our progress toward improved junior college instruction is not alone determined by public buildings nor prolific publication, but by the ever increasing number of students who successfully master programs designed to meet the complex individual and societal needs of the twentieth century." If we are to be successful in this endeavor, programs need to be developed carefully and uniquely prepared instructors must be utilized.

5844. RICE, WARNER G.

"Teachers of College English: Preparation: Supply and Demand." *Coll. English*, 23:470-476, March 1962. *Author*: Chairman of the Department of English Language and Literature at the University of Michigan.

This article is a report of a study on the status of personnel teaching English undertaken during the academic year 1959-1960 by the Committee of the Education of College Teachers of English of the National Council of Teachers of English. Discussion centers around general preparation of teachers of English, new degrees, and special courses in the teaching of College English.

5845. SAWYER, BROADUS E.

"The Graduate Training of Twenty-one Selected College Faculties." *Jour. Negro Educ.*, 32:193-97, Spring 1963. *Author*: Associate Professor of Economics, Morgan State College, Maryland.

Common elements among the colleges included in the study are Southern location and predominantly Negro staff and student body. The first part of the report is on graduate degrees at the master's level. The last section presents some observations on employment patterns with some concluding remarks.

5846. SMYTH, REV. EDMOND, S. J.

"The Potential Contribution of the Sisterhood for Graduate Education." *Nat. Cath. Educ. Assoc. Bull.*, 60:179-86, August 1963. *Author*: Dean, College of Liberal Arts and Sciences, University of San Francisco, California.

This is a proposal to get more Sister college teachers, and a report of a questionnaire survey of policies for training future teachers, and potential numbers eligible for training.

5847. SWEIGART, JOHN

"Interrelated Knowledge--in Absentia." *Jour. Higher Educ.*, 35:256-263, May 1964. *Author*: Chairman, Department of Philosophy, Cedar Crest College, Pennsylvania.

Asks that college teachers be conversant with both the humanities and the sciences; ". . .I have referred to such knowledge as interrelated." "For true excellence in university teaching, one must be committed not only to pursuing advanced work in one's specialty but also to understanding other branches of knowledge." "I have attempted to show the intrinsic and instrumental value of seeking excellence in intellect through interrelated knowledge. . . ."

5848. WHITE, ELLIS F.

"Preparing College Administrators Through the 'In-Basket' Technique." *Current Issues in Higher Education, 1963* (No. 5686), 278-279. *Author*: Chairman, Department of Higher Education, New York University.

A very brief description of the use of a presidential in-basket at NYU as an exercise in decision making and as a possible test for measuring administrative ability in potential college presidents.

SEE ALSO NOS. 359-497, 2829-2856, 3792, 3819, 3820, 3838, 3857, 3914, 3915, 3917, 3955, 4012, 4016, 4049, 4080, 4095, 4109, 4113, 4124, 4131, 4143, 4147, 4153, 4158, 4166, 4167, 4193, 4194, 4199, 4238, 4377, 4476, 4477, 4478, 4532, 4538, 4687, 4778, 4954, 5016, 5074, 5144, 5152, 5242, 5439, 5471, 5473, 5512, 5589, 5616, 5743, 5749, 5779, 5818, 5856, 6675, 6958.

2. DEGREES
(Nos. 5849-5858)

5849. AMERICAN ASSOCIATION OF TEACHERS FOR TEACHER EDUCATION

The Doctorate in Education. 4 vols. Vols. 1, 2, and 3 out of print. Vol. 4, Follow-up Study, 1964. 31 pp. Washington, D. C.: National Education Association, 1964.

"A further investigation of persons receiving the doctorate in the field of Education in the United States for the year 1958: Their Abilities, Professional Motivations and Job Satisfactions." Prepared by H. Glenn Ludlow, John A. Sanderson, Richard C. Pugh at Indiana University. Findings consist of 15 specific facts from which have been drawn 12 conclusions. Recommendations.

5850. BENT, HENRY E.

"The Meaning of the Ph. D. Degree." Jour. Higher Educ., 33:13-19, January 1962. Author: Dean, Graduate School, University of Missouri.

Reviews the meaning of the Ph. D. degree in the traditional and "ideal" sense. "The crucial test of a Ph. D. program is that the training shall prepare the individual to advance our knowledge in one or more specialized fields." Notes that numerous forces are pressing to change the character of the degree. "As a result, there is serious danger that the meaning of the Doctor's degree may be lost." Pleads that "in the years to come, may we be true to out responsibilities in preserving its highest values."

5851. BRICKMAN, WILLIAM W.

"A Questionable Approach Toward Preparing College Teachers." Sch. & Soc, 90:281, September 22, 1962. Author: Editor: School and Society.

"The new Ed.D. seems to stand for the principle of watering down content, and it is thus a potential threat to excellence in education." Suggests the Ph.D. for college teachers be strengthened by reforms in administration.

5852. DAWSON, JOHN H.

"Anxiety and Trepidation." Mich. Educ. Jour., 41: 15-16+, February 1964. Author: President, Adrian College, Michigan.

The author examines the state of teacher education on the campuses of liberal arts colleges; the training of college teachers; and the confusion and uncertainty about the relative importance of teaching and research.

5853. LUTTON, C. A.

"The Doctorate from the Viewpoint of the Music Agency." Amer. Music Teach., 11:13-4, July-August 1962. Author: Manager, Lutton Music Personnel Service.

"We receive calls for people with, or close to, Doctorates in all fields today, with piano, voice, violin, organ, cello, etc., as the applied instrument, and those who have these qualifications usually get more consideration, the earlier interviews, and the job, if, along with the Doctoral work, they have the other qualifications necessary for the position."

5854. SAWYER, BROADUS E.

"The Baccalaureate Origins of the Faculties of Twenty-one Selected Colleges." Jour. Negro Educ., 31:83-87, Winter 1962. Author: Associate Professor of Business Administration, Morgan State College, Maryland.

This report is confined to predominantly Negro colleges, but is incorporated into Pfnister's Study on Baccalaureate Origins of College Faculties (1961). The author found that universities compare favorably at the baccalaureate level with other types of institutions in the production of college faculties. He also found that liberal arts colleges have produced more faculty than they employ; while only a small percent of teachers college graduates go into college teaching.

5855. STYCOS, ROLAND

"Is the Doctorate Necessary?" Music Jour., 21:73, January 1963. Author: Assistant Professor of Woodwinds, Auburn University, Alabama.

The author acknowledges that the doctorate is in many cases required and in all cases preferred by the university or college hiring a musician for its faculty. He compares the Ph. D., Ed. D., and D. M. A. (doctor of music arts) degrees, recommending the latter for performers since it requires recitals in lieu of a dissertation.

5856. TAVE, STUART

"A Word on Behalf of the Ph.D." Jour. of Teach. Educ., 13:444-447, December 1962. Author: Associate Professor of English, University of Chicago, Illionis.

"We don't need any more degrees. We need the intelligence and honesty to work with the ones we have." A discussion and defense of the Ph.D. research vs. teaching, the dissertation, and subject competence.

5857. WALTERS, EVERETT

"The Prestige of the Ph. D. Degree." Jour. Higher Educ., 33:164-166, March 1962. Author: Dean, Graduate School, Ohio State University.

Indicates several points of evidence concerning the prestige of the Ph. D. degree. "What will be the status of the Ph. D. degree in the future? Clearly, it will continue to be enhanced as the need for persons holding it increases." Moreover, according to this writer, "It seems quite unlikely that a degree higher than the Ph. D. will be created."

5858. WILSON, HARRY R.

"A New Image of the Doctorate." Music Jour., 22:48, Music Jour. Annual-Anthology 1964. Author: Chairman, Music Department, Teachers College, Columbia University, New York.

The author describes briefly the new program at Teachers College, Columbia University entitled the Doctor of Education in College Teaching. This program allows the substitution of a full recital or extended composition plus analytical paper related to these activities for the traditional dissertation.

SEE ALSO NOS. 498-535, 2857-2913, 3769, 3775, 3777, 3790, 3792, 3819, 3820, 3838, 3879, 3904, 3917, 3925, 3928, 3930, 3937, 3960, 3962, 3966, 3980, 3983, 3986, 3996, 3998, 4001, 4078, 4100, 4102, 4110, 4131, 4143, 4163, 4193, 4194, 4198, 4377, 4426, 4433, 4443, 4444, 4455, 4459, 4493, 5074, 5090, 5104, 5233, 5331, 5340, 5844.

3. EDUCATIONAL COURSES
(Nos. 5859-5860)

5859. BUTCHER, STEPHEN

"Methods for College and University Professors?" Jour. of Bus. Educ., 39:239-240, March 1964. Author: Kansas State Teachers College.

"Let us take a hard and candid look at the preparation of teachers of higher business education." The author recommends a high level methods course in the form of a seminar for doctoral candidates, whom he feels have too little technique preparation to teach well.

5860. GIUSTI, JOSEPH P. and FENNELLY, WILLIAM A.
"Do Teachers for Professional Schools Require Training in Teaching?" Jour. Higher Educ., 35:283-285, May 1964. Authors: (1) Pennsylvania State University; (2) New York Eye and Ear Infirmary.

In this "academic round table" Giusti gives an affirmative answer to the question. Fennelly, who holds the degree D. D. S., supplies "an answer from one of the health professions." Says he, "Without the proper tools--the principles, systems, and methods of pedagogy--the faculty cannot properly fulfill its function of imparting to students the knowledge and techniques they must have to be successful practitioners in their professions."

SEE ALSO NOS. 536-572, 2914-2920, 3819, 3845, 3966, 3980, 3983, 3996, 4019, 4143, 4377, 4459, 4476, 4477, 4478, 4720, 5074, 5354, 5844.

4. INTERNSHIP

(Nos. 5861-5869)

5861. HALL, GEORGE L.
"Clinical Training for Future Administrators." Jun. Coll. Jour., 34:22-3, October 1963. Author: Director, Midwest Community College Leadership Program, Ann Arbor, Michigan.

Community college administrators involved with interns agree that clinical experience is the finest background for top administration. Four facets required to make internships effective are given in the article.

5862. JOHNSON, B. LAMAR, and KINTZER, FREDERICK C.
"How Internships Work." Jun. Coll. Jour., 33:17-9, May 1963. Authors: (1) Director and (2) Assistant Director of Junior College Leadership Program, University of California, Los Angeles.

"It seems clear that internships in junior college administration--plans for which may, of course, be developed in a variety of frameworks--provide a significant opportunity for junior colleges and universities to work together on the preparation of administrative leaders."

5863. McMAHON, ERNEST E.
"Internships in Adult Education." Adult Educ., 15:47-50, Autumn 1964. Author: Dean of University College and the University Extension Division, Rutgers-The State University, New Jersey.

"Internships have been and are being advocated as a step in the professional education of the adult educator." Seven universities have provisions for internships in doctoral programs. These are supervised field experiences which are not the same as on-the-job training.

5864. MERCER, WALTER A.
"Teacher Education Laboratory Experiences." Jour. Coll. & Univ. Teach., 11:110-111, Spring 1963. Author: Director of Internship Teaching, Florida Agricultural and Mechanical University.

"Student teaching, recognized as an indispensable element in teacher education, is professional laboratory experience in real teaching situations." Important also are the organization, administration, and operation of "off-campus student teaching as it relates to professional laboratory experiences."

5865. MILLER, WILBUR C.
"Internship in College Teaching." Current Issues in Higher Education, 1964 (No. 5687), 116-118. Author: Dean of Graduate College, University of Denver, Colorado.

"Why have graduate departments tended to neglect internship in college teaching as an essential part of a student's educational program?" Because of the orientation of graduate education toward research rather than teaching and because of the time which would be required of the faculty to supervise classroom performance. Suggestions are made for properly structuring a teaching internship program.

5866. MORROW, RALPH
"Preparation and Internship of College Teachers." Current Issues in Higher Education, 1964 (No. 5687), 119-122. Author: Professor and Chairman, Department of History, Washington University, Missouri.

The author describes a pilot program inaugurated in his department to prepare graduate students for college teaching and discusses his rationale for such a program.

5867. ROSS, SHERMAN
"Internships for Doctoral Training in Clinical Psychology Approved by the American Psychological Association." Amer. Psych., 17:8:571-572, August 1962. Author: Education and Training Board, APA.

An alphabetical listing by states and agencies of 45 approved internship programs.

5868. ROSS, SHERMAN
"Internships for Doctorate Training in Clinical Psychology Approved by the American Psychological Association." Amer. Psych., 18:10:660-662, October 1963. Author: See No. 5867.

An alphabetical listing by states and agencies of approved predoctoral internship programs in clinical psychology.

5869. ROSS, SHERMAN
"Internships for Doctoral Training in Clinical Psychology Approved by the American Psychological Association." Amer. Psych., 19:10:809-811, October 1964. Author: See No. 5867.

An alphabetical listing by states and agencies of 87 approved internship programs.

SEE ALSO NOS. 573-588, 2921-2926, 3790, 3968, 3970, 4158, 4418, 4609, 5584, 5805.

III
INSTITUTIONAL STATUS
(Nos. 5870-6171)

A. GENERAL
(Nos. 5870-5973)

5870. ALLEN, LUCILE A., and SUTHERLAND, ROBERT L.
Role Conflicts and Congruences Experienced by New Faculty Members as They Enter the Culture of a College Community. Austin, Texas: Hogg Foundation for Mental Health, 1963. Authors: (1) Former Academic Dean, Chatham College; (2) Director, Hogg Foundation for Mental Health.

An exploratory study of the 20 new faculty members at two private colleges in the Southwest. Two interviews were conducted with each faculty member, the first a few hours to a few days after he arrived on campus, the second eight months later. "Job satisfaction" (after eight months) was found to be related to the faculty member's perception upon arrival of his expected role in the college.

5871. ASHBY, SIR ERIC
"A University Presidency: What It Takes." Sat. Review, 47:58-9, November 21, 1964. Author: Master of Clare College, Cambridge, England.

Explores how academic administrators came into being and how presidents function. Discusses four points considered essential, especially of the attitude of university presidents toward their faculties.

5872. ASHBY, SIR ERIC
"The Scientist as University President." Coll. and Univ. Jour., 3:7-15, Fall 1964. Author: See No. 5871.

Discusses the role of a scientist and develops it into a guide for any college administrator.

5873. AYERS, ARCHIE R., and RUSSELL, JOHN H.
Internal Structure: Organization and Administration of Institutions of Higher Education. U. S. Office of Education Bulletin 1962, No. 9. Washington: U. S. Government Printing Office, 1962. Authors: Specialists, College and University Organization, Division of Higher Education.

This publication deals with the functions and responsibilities of the president as well as other administrative officers.

5874. BELOK, MICHAEL V.
"The Fictional Academic Woman." Educ. Forum, 26:197-203, January 1962. Author: Assistant Professor of Education, Arizona State University.

This is a rather disparaging description of women in the teaching profession as they appear in various books, primarily those of fiction. The author notes that the striking feature of the characterizations is their rigid natures. Characters in novels are evaluated and several composite characters are described.

5875. BENEZET, LOUIS T.
"The Office of the President." Administrators in Higher Education, 99-110, Burns, Gerald P. (ed). New York: Harpers, 1962, 236 p. Author: President, Colorado College.

"The writer has tried to present the office of the college president shorn of sentiment and spared of artificial lighting. Primarily his job is to think. . .second, he must act. . .last and most important, he must care."

5876. BLOCKER, CLYDE E., and RICHARDSON, RICHARD C., JR.
"Human Relations Are Important." Jun. Coll. Jour., 34:19-22, April 1964. Authors: (1) Associate Professor of Junior College Education, University of Texas; (2) Dean of Student Personnel Services, Junior College of St. Louis, Missouri.

"Administrators presently make changes in personnel policies and assume that these changes will result in the constructive outcomes being sought." This may not always be true and the authors recommend the use of a differential morale survey instrument to aid in the identification of the causes of poor human relationships.

5877. BOLMAN, FREDRICK DeW., JR.
"They Had Stars in Their Eyes." Liberal Educ., 50:351-9, October 1964. Author: Director of Special Programs, Esso Educational Foundation.

The author writes about the criteria by which presidents are selected and the process of selection. He shows the differing perspectives of faculty (whom you lead) and the board of trustees (by whom you are selected) as well as the alumni point of view. Some suggestions are made to new presidents to help them to success for themselves and their institutions.

5878. BURNS, GERALD P., Editor
Administrators in Higher Education: Their Functions and Coordination. New York: Harper and Brothers, Publishers, 1962. 236 pp. Editor: Executive Director, Independent College Funds of America.

A collection of papers on college and university administration. Of special interest is the article on the presidency by L. T. Benezet. See No. 5875.

5879. CARTTER, ALLAN M.
American Universities and Colleges. 9th Ed. Washington: American Council on Education, 1964. Editor: Vice-President, ACE.

Individual "exhibits" from accredited institutions present data on composition of faculty--numbers of each rank by department within schools or colleges. Also degrees held by faculty, total doctors, masters, bachelors, professionals.

5880. CHASE, MARY ELLEN
"Two Danger Signals for Teachers." Improv. Coll. & Univ. Teach., 10:161-162, Autumn 1962. Author: Professor of English (Emeritus), Smith College, Massachusetts.

"I never worry about the young. It is the middle-aged and those even older about whom I am skeptical--the teachers who either do not know what they believe or who lack the courage to announce their beliefs whenever the opportunity arises."

5881. COOPER, RUSSELL M.
"The College-Teaching Crisis." Jour. Higher Educ., 35:6-11, January 1964. Author: Dean, College of Liberal Arts, University of South Florida.

"The overwhelming need now is to recognize the desperate character of the college-teaching crisis in both its qualitative and quantitative terms. . . . Higher education cannot expect the lay public to understand the full measure of the present emergency or to carry forward the projects for solving it. Leadership must come from within the profession itself. And it must come fast. But the need is not only for a comprehensive program. It calls also for a new recognition of the importance of teaching and a fresh commitment from faculty and administrators alike to give this sacred calling new dignity and significance."

5882. COWLEY, W. H.
"Some Myths About Professors, Presidents, and Trustees." Teach. Coll. Record, 64:159-71, November 1962. Author: Jacks Professor of Education, Stanford University, California.

Shows how myths about the past interfere with a clear view of the relationships of professors, presidents, and trustees. Urges improvement of understanding and good will in these relationships. Outlines three fictions or myths and traces their historical development.

5883. DEARING, BRUCE
"Three Myths About the College Teacher." Sat. Review, 37:65-67, January 18, 1964. Author: Dean of the School of Arts and Sciences, University of Delaware."

Discusses the myths of Mark Hopkins, "publish or perish," and the "community of scholars."

5884. De BAUN, VINCENT C.
"The Faculty as Administrative Seedbed." Educ. Record, 43:158-62, April 1962. Author: Secretary of the College and Lecturer in Englsih at Wells College, New York.

"It is the purpose of this article to discuss one way in which the stereotypes and misconceptions [of administrators vs. faculty] can be broken down—namely, by the recruitment of more and more administrators from the faculty itself, preferably on a part-time or temporary basis."

Advantages listed are faculty sympathy for administrative problems, an aid to attracting and holding faculty, and improvement of the institutional image.

5885. De HART, FLORENCE
"Faculty-Oriented Technical Services." Cath. Lib. World, 34:146-47+, 1962-63. Author: Director of Technical Services, Seton Hall University Library, New Jersey.

Provides guidelines for faculty-librarian communication to improve technical services.

5886. DEMAS, GEORGE D., and BELOK, MICHAEL V.
"The Professional Image." Voc. Guidance Quart., 12:46-9, Autumn 1963. Authors: (1) Associate Professor, Long Beach State College, California; (2) Assistant Professor, Arizona State University.

Report on a study of beliefs about college professors by means of a semi-structured, open ended, incomplete sentence technique used on military veterans. Discusses some significant attitudes.

5887. DIBDEN, ARTHUR J.
"The Academician As Teacher." Liberal Educ., 48:197-206, May 1962. Author: Dean, Blackburn College, Illinois.

"A mediation on the perplexities, pleasures and paradoxes of teaching."

An inquiry into the meaning and role of a college teacher and the obstacles which block focus and vision of the task.

5888. DODDS, HAROLD W.
The Academic President--Educator of Caretaker? New York: McGraw-Hill Book Company, Inc., 1962. 294 pp. Author: President Emeritus, Princeton University, New Jersey.

"The office [of college president] is in need of better definition; it has lost its uniform and consistent character. Today it finds itself suspended between two worlds. While it has moved away from the old world of relative simplicity, it has not yet come to terms with its new world of complexity. It is hoped that this study will aid in rationalizing it in a manner that will preserve its historic, essential nature." "Our field work involved visits to approximately sixty colleges and universities. . . . Our practice was to interview presidents, trustees, academic vice-presidents, deans, nonacademic officers of administration, members of the faculty of all ranks, and students."

Chapter IV, "The President and the Realm of the Faculty," is primarily concerned with the role of the faculty in institutional government. Chapter V, "Building Faculty Personnel," covers employment practices and techniques for evaluating faculty.

5889. DURYEA, E. D.
"The Challenge of Change." Improv. Coll. & Univ. Teach., 10:65-67, Spring 1962. Author: Hofstra College, New York.

"How well will colleges and universities adjust to changing conditions in society, in knowledge, and in learning? Will the allegiance of our higher institutions to the accepted, the traditional, the secure ways of doing things interfere with their effective function [in the face of change]?" Colleges and universities will have to be kept "dynamic in terms of new methods for teaching and learning and of changing procedures for a more efficient use of both academic and nonacademic staff."

5890. EDDY, EDWARD D., JR.
"Pretense and Possibility in Higher Learning." Liberal Educ., 48:326-34, October 1962. Author: President of Chatham College, Pennsylvania.

"Some challenging theses that a president foresees tomorrow's students nailing on the college door."

Colleges are clinging to outmoded concepts of what constitutes an institution of higher learning.

The freshman year is notably inadequate and outmoded. The colleges are resisting student pressure to reform extracurricular life.

Students are given little opportunity for true creativity. The college student says, "You have set your expectations too low."

5891. EURICH, ALVIN C.
"A Twenty-First Century Look at Higher Education." Current Issues in Higher Education, 1963 (No. 5686), 39-46. Author: Vice-President, Fund for the Advancement of Education.

A review of developments in higher education during the 20th century as seen from the year 2,000 A. D. Discusses changes in the role of the teacher brought about by widespread use of television courses, programed learning, and independent study.

5892. FARLEY, DELBERT RAY
"The Image of the College Professor as Disclosed in General Magazines 1938-1963." Ph. D. dissertation, The Florida State University, 1964. Abstract in Diss. Abstracts, 25:2294.

An analysis and classification of magazine articles as favorable, unfavorable, or balanced in terms of the type of image which it presented of the college professor.

5893. FERM, VERGILIUS
Inside Ivy Walls: Observations from a College Professor's Notebook. New York: The Citadel Press, 1964. Author: The College of Wooster, Ohio.

The author writes in praise of the life of a college teacher and presents "a kind of Peeping-Tom look in upon the goings-on of a college campus by one who has been on the inside looking out for enough years to pose as something of an expert."

1894. FISHER, WILLIAM H.
"The Great Art of Public Relations." *Sch. & Soc.*, 92:47, February 8, 1964. *Author:* Associate Professor of Education, Texas Western College.

"Quality in teaching remains as probably the major factor whereby most institutions of higher learning will be weighed in the balance." Against this belief the author considers the value of having faculty working away from the campus and in a nonteaching role at times.

1895. FISHMAN, JOSHUA A.
"The Academic Social Compact." *Sch. & Soc.*, 92:29-31, January 25, 1964. *Author:* Dean, Graduate School of Education, Yeshiva University, New York.

Based on an annual talk to the faculty. Emphasizes that the faculty must contribute more than teaching for a school to be accepted into the ranks of graduate institutions. Discusses the "social compact" in which the faculty is a "society for the protection of the mind in the service of mankind."

1896. FREEDMAN, MORRIS
Chaos in our Colleges. New York: David McKay Company, Inc., 1963. 241 pp. *Author:* Department of English, University of New Mexico.

The author describes this book as an "essayistic study" of the academic landscape, filling somewhere between "the improvisation of fiction and the controlled scrutiny of the sociological project." He comments on the dubious value of the Ph. D. as preparation for college teaching, the workings of the "slave market," optimum class size, the publish-or-perish dilemma, tenure policies, the characteristics of the faculty sub-culture, and evaluation of students and faculty.

1897. FRUMKIN, ROBERT M.
"Titles and the Professor." *Improv. Coll. & Univ. Teach.*, 12:203-205, Autumn 1964. *Author:* Benjamin Rose Institute, Ohio.

Questions the Wallerian principle of teaching: "There is a direct relationship between the degree of social distance a teacher keeps between himself and his students and his teaching effectiveness." Thinks it quite all right for a student to call his professor by his [the professor's] Christian name. Would substitute a new principle: "There is a direct relationship between the degree to which a teacher interacts with his students as a person rather than as superordinate functionary and his effectiveness in teaching students to develop their critical intellectual faculties."

1898. GARRISON, ROGER H.
"Effective Administration for Superior Teaching." *Jun. Coll. Jour.*, 32:517-25, May 1962. *Author:* Vice President, Briarcliff College, New York.

The author, a new administrator, makes suggestions for the encouragement of superior teaching even though he recognizes the difficulties in defining what is meant by the term. "Progress will not be made by a mere change of details in working conditions or fringe benefits but will come only from the unremitting effort to clarify and focus the teaching-and-learning functions of each institution as it works toward its own unique purposes." The central person in the revamping is the teacher.

1899. GLEAZER, EDMUND J., JR.
"AAJC Approach: The Proposed Copyright Revision." *Jun. Coll. Jour.*, 35:2, October 1964. *Author:* Executive Director, American Association of Junior Colleges.

Mr. Gleazer reports that the proposed revision of the copyright law submitted to Congress by the Register of Copyrights "falls far short of what is needed for education."

1900. GLEAZER, EDMUND J., JR.
"AAJC Approach: Proposed Copyright Revision." *Jun. Coll. Jour.*, 34:3, February 1964. *Author:* See No. 1899.

"A new copyright law which will facilitate use of copyrighted material in the classroom is of vital importance to educators." Mr. Gleazer discusses recommendations for a new copyright law.

1901. GOLDBERG, EMANUEL
"The Professor and the Press." *Coll. & Univ. Jour.*, 2:53-60, Summer 1963. *Author:* Director of the News Bureau, Boston University, Massachusetts.

Discusses the relationships among professors, the news bureau, and the public. Considers what the news bureau can do for the professor, and what the professor can do for the university in the public eye.

1902. GOLDBERG, MAXWELL H.
"The Faculty Member and Staff Morale." *Coll. & Univ.*, 39:264-72, Spring 1964. *Author:* Associate Director for Humanities, College of Liberal Arts, The Pennsylvania State University.

The author examines some discrepancies in the image of college faculty members which impair faculty morale. The major problem is pointed out to be the special attention which even the most minor administrative official receives, while the faculty members receive only minimal attention.

1903. GOODE, DELMER M.
"A New and True Profession." *Improv. Coll. & Univ. Teach.*, 12:195, Autumn 1964. *Author:* Editor, *Improving College and University Teaching*, and Professor of Higher Education, Oregon State University.

"Teaching is or should become a profession in its own right, a profession second to none. It should lift its head and take, and if need be fight for, a place at least equal to research in that profession whose members are called professors. Within all professions there are specialized components that have equal status. Let teaching be advanced to its place." (Editorial.)

1904. GOODMAN, PAUL
"Community of Scholars, 1962." *Commentary*, 33:203-17, March 1962. *Author:* Professional writer.

An attack on college administration and a proposal for improving teaching and student-faculty communication. "The community of scholarship is the 'venture capital' of society."

1905. GUSFIELD, JOSEPH R.
"Intellectual Character and American Universities." *Jour. Gen. Educ.*, 14:230-47, January 1963. *Author:* Associate Professor of Sociology, University of Illinois.

A transition in the nature of the intellectual community is accompanying the transition of American colleges.

The author describes the changes in the configuration of the intellectual throughout this transition in three phases:

I. The Class-conscious Intellectual
II. The Unattached Intellectual
III. The Professionalized Intellectual

He considers the use of academic rank, increased specialization and subspecialization as leading to a less uniform cultural base.

1906. GUSTAD, JOHN W.
"An Ancient and Honorable Profession." *AAUP Bull.*, 48:261-5, September 1962. *Author:* Dean of the College of

Liberal Arts and Acting Dean of the Graduate School, Alfred University, New York.

The author suggests one way of relieving the problem of staffing institutions of higher learning with high quality faculty. Administrators must take into account the essential characteristics and value systems of faculty members when establishing personnel policies and practices. The "professional hierarchy" includes such things as freedom, independence, the opportunity to learn, intellectual stimulation, and salary. "It is by these value systems that faculty members live. We ignore them at our peril. Conversely, to take them into account in reasonable and realistic ways opens the door to possibilities of very much improved faculty morale."

1907. GUSTAD, JOHN W.
"Communication Failures in Higher Education." Jour. Commun., 12:11-22, March 1962. Author: See No. 1906.

This article reviews the literature on faculty personnel problems and reports on the author's own study, The Career Decisions of College Teachers. This article is concerned with but one segment of the research project, that dealing with communication.

1908. HALIO, JAY L.
"Toward a Community of Intellect." Jour. Higher Educ., 34:20-30, January 1963. Author: Assistant Professor of English, University of California, Davis.

Sees the "almost wholesale adoption of the departmental system in colleges and universities. . .as at best a necessary evil; that is to say, an administrative desideratum." Later speaks of an academic department as "an administrative, and occasionally a scholarly, convenience, but by no means an inherent arrangement or division." Suggests ways and means of building a community of intellect—"to summon up a vision of our common pursuit, the advancement of intellect and of human understanding"—within departments and across departmental lines.

1909. HAMER, ELIZABETH, and McCORMICK, ADOREEN
"Comprehensive Bill for Revision of Copyright Law Sent to Congress." ALA Bulletin, 58:682-4, September, 1964. Author: Not identified. (Audiovisual Instr., 9:688-9, December 1964.)

Gives highlights of the bill recently introduced in the Congress relative to duration of term of copyright, sound recordings, government publications, exempt performances, and notice of copyright.

1910. HAMLIN, WILFRID G.
"Far, Far, Away or How to Drive a Teacher Crazy." Educ., 83:313-4, January 1963. Author: Literature Department, Goddard College, Vermont.

The author records his thoughts about the college teacher and his teaching. He reports that experts at conventions and conferences get him all mixed up. He says, "I think they've left out of education its beginning and its end, its reason for being. And they seem so far, far away." The article is illustrated with several anecdotes about students.

1911. HARTE, FREDERIC R.
"American Education—A Scapegoat." Improv. Coll. & Univ. Teach., 10:130-131, Summer 1962. Author: Circulation Librarian, Rider College, New Jersey.

"Politicians and political parties have indicated by overt acts and deeds that American education is at fault for the scientific woes of the country"—especially the fact that the Russians in 1957 placed a man-made satellite in space before the United States did. "American education has truly become the scapegoat for a bureaucracy that looks down at the crucial moment."

1912. HASKEW, L. D.
"Roles of the Teacher in Higher Education." Amer. Jour. Pharm. Educ., 27:53-60, Winter 1963. Author: Professor of Educational Administration and Vice Chancellor, The University of Texas.

". . .The performance of the faculty member is, for all practical purposes, higher education at work in this area." Author discusses the role of the faculty by classifying into five rubrics.

1913. HENDRIX, VERNON L.
"Relationships Between Personnel Policies and Faculty Personnel Characteristics in Public Junior Colleges." Calif. Jour. Educ. Research, 15:34-43, 1964. Author: Assistant Professor of Education at the University of California, Los Angeles.

Examines personnel policies in Texas junior colleges and evaluates faculty by means of the 16 Personality Factor Questionnaire.

1914. HUMPHREYS, RICHARD F.
"Credo of a President." Sch. & Soc., 90:296-97, September 22, 1962. Author: President, the Cooper Union, New York.

A statement of beliefs on the role of higher education, its quality, and the place of the small private college. Given at the author's investiture as president.

1915. HUTCHINS, ROBERT M.
"Science, Scientists, and Politics." Jour. Gen. Educ., 16:197-202, October 1964. Author: President, Fund for the Republic.

"My view, based on long and painful observation, is that professors are somewhat worse than other people, and that scientists are somewhat worse than other professors."

Robert Hutchins gives his opinions and experiences about the character and morality of some professors as well as their ideas and attitudes toward education.

1916. HYER, ANNA L.
"Weaknesses in the Proposed Copyright Bill from the Point of View of Educators." Audiovisual Instr., 9:689-690, December 1964. Author: Executive Secretary, Department of Audiovisual Instruction, NEA.

Ten criticisms of the proposed copyright bill before the 88th Congress. Excerpted from remarks made to a meeting of the Educational Media Council.

1917. KATZ, JOSEPH
"Personality and Interpersonal Relations in the College Classroom." Sanford, Ed., The American College (No. 1683), 365-395. Author: Vassar College, New York.

"The aim of this chapter has been to help establish the continuing study of the dynamics of teaching. The articulation of these dynamics is a prerequisite if teaching is to become a more purposive art and if academic attainment and human values are to be brought into greater accord with each other." The author discusses general and specific characteristics of the college teacher, the classroom from the teacher's perspective, the classroom and the teacher from the students' perspective, and the teacher and his subject matter.

1918. KIERMAN, IRENE R.
"The Clinician as a College Teacher." Pers. & Guid. Jour., 42:970-5, June 1964. Author: Director of Student Counseling, Fashion Institute of Technology.

This paper presents three examples of how a clinician in a community college dealt with troubled students in her class. "The cases demonstrate that when the mental health faculty in a college teaches, good relationships with the teaching faculty can develop and improve. Feelings of camaraderie and mutual help between the regular teaching faculty and the mental-health faculty were developed and strengthened by sharing in the progress of each of these students and by discussing ways and means to approach them in the classroom so that all students might benefit."

5918a. KIRK, RUSSELL
"How to Get Rid of Good Professors." National Review, 14:321, April 23, 1963.
Discusses "Project X" at Michigan State University and its effects on faculty-administration relations and the driving away of old scholars. "One efficient way to go about this is to convert the professor into a machine-tender and hired hand."

5919. KNAPP, ROBERT H.
"Changing Functions of the College Professor." Sanford, Editor, The American College (No. 5683), 290-311. Author: Professor of Psychology, Wesleyan University, Connecticut.
"It is the purpose of the present chapter to review some of the studies relating to the function of this profession within our nation. . . . I should like to begin with some general considerations of the role of the college professor and with a discussion of his several basic functions as they exist and have existed for some decades. Then I shall consider historically some of the changes in the profession which have occurred. . ., literature relating to the images of the college professor. . ., some of the conflicts, contradictions, and frictions which beset this profession at the present time. . . . Finally, I should like to offer some speculations concerning the future role of the American college professor."

5920. KUHNS, EILEEN P.
"Part-time Faculty." Jun. Coll. Jour., 33:8-12, January 1963. Author: Assistant Dean, Montgomery Junior College, Maryland.
By virtue of their full-time occupations, many part-time faculty members in junior colleges are able to make valuable contributions to students. These part-time instructors represent a broad cross-section of business and professional life, fill a real and continuing need, are not primarily concerned with money, and pose some additional problems for the colleges.

5921. LAMONT, A.
"The Groves Academe." Sat. Review, 45:52-4, June 16, 1962. Author: pseudonym.
A portrait of "Happy College, USA" which is critical of the quality of higher education in many institutions.

5922. LEESTAMPER, ROBERT E.
"The American College President: Scholar or Fund Raiser?" Educ. Forum, 28:423-9, May 1964. Author: Director of Housing and Placement, New Mexico State University.
This paper is principally concerned with presidents of private liberal arts colleges. It asserts that the stereotype of the president has changed to picture him more and more as a fund raiser and less and less as a scholar. The author challenges the earlier stereotype of the president as a scholar and attempts to show that the fund-raising activities of presidents today are a natural extension of an earlier established pattern.

5923. LIEBERMAN, MYRON
"Professors of Education as Critics of Education." Phi Delta Kappan, 44:164-7, January 1963. Author: Professor of Education, Hofstra College, New York. (Also in Educ. Digest, 28:28-31, April 1963)
"Professors of education have been so preoccupied with responding to invalid criticism that they are losing their role as critics, both of their own subject matter and of our educational system generally." He points to a number of pseudo-issues now being studied as if they were real, and poses a new group with which he thinks we should deal.

5924. LONG, NEWELL H.
"The Music Teacher in the Academic Community." Music Jour., 21:34+, February 1963. Author: An active composer, arranger, and conductor who has served as president of the North Central Division of the Music Educators National Conference and as editor of The Indiana Musicator.
"What problems and hazards does the music instructor encounter in trying to exercise full citizenship in the academic community? What difficulties must he overcome in achieving his rightful place and just recognition in a scholarly society? Assuming some risks, both those of oversimplification and others of provincialism, we shall attempt to suggest some answers to these questions as we discuss the relationships of a music teacher to his professional and social environment."
A popular how-to-succeed handbook for the music teacher in higher education.

5925. LURIE, MELVIN
"Professors, Physicians, and Unionism." AAUP Bull., 48:272-6, September 1962. Author: Associate Professor of Economics, University of Rhode Island.
A reprint of an article which originally appeared in Current Economic Comment, November, 1959.
". . .the chief purpose of this paper is to discuss unionism in higher education; and in the third section, the craft union for college teachers, i. e. the American Association of University Professors, is pictured in the role of an effective union--using the AMA as a model." At the same time the author recognizes the great differences between college teachers and the medical profession on the question of unionism.

5926. LYLE, EDWIN L.
"Should the Dean Teach?" Liberal Educ., 49:379-83, October 1963. Author: Associate Professor of Education and Psychology, Oregon College of Education.
"Moved by his own experiences, a teacher and former academic dean challenges the familiar arguments."
The author is not in favor of the dean teaching. He feels this takes time away from necessary administrative duties and that the dean should be a "master of educational research".

5927. McANALLY, ARTHUR M.
"Privileges and Obligations of Academic Status." Coll. & Res. Lib., 24:102-108, 1963. Author: Director of Libraries, University of Oklahoma.
[illegible] categories for consideration on academic status, and lists criteria and procedures for evaluating librarians as faculty members.

5928. McCOY, PRESSLEY C.
"The Intellectual Climate of the Liberal Arts College." Educ. Record, 44:230-36, July 1963. Author: Associate Director of the Danforth Foundation.
"The nation owes a debt to colleges whose presidents, deans, and faculty members have manifested the openmindedness, the creativity, the concern for public affairs, the continuing commitment, and pervasive inquiry which is desperately needed if the 'forces of dialogue' are to prevail over the 'forces of terror'."
These qualities exemplify the ideal intellectual climate of the liberal arts college.

5929. McGEE, REECE
"Some Occupational Consequences of Academic Degrees." In Sutherland, et al., Personality Factors on the College Campus (No. 5903), 189-217, 1962. Author: Associate Professor of Sociology, The University of Texas.
This paper presents a descriptive study of regular junior faculty members in two large state universities. The specific area of study is "the occupational consequences for the individual professor of his possession of the Bachelor's, Master's, or Doctor's degrees. Equally lacking are data to support what 'everybody knows' about the consequences for the individual of having a degree from this or that university or institutional source. It is the purpose of this paper to offer some data."

5930. MARSHALL, MAX S.
"Jogging the Jargon." Improv. Coll. & Univ. Teach., 12:216-218, Autumn 1964. Author: Professor of Microbiology, University of California Medical Center, San Francisco.

This is a "plea for clear and unaffected language in place of needless jargon" in the academic specialties. Marshall's advice is this: "Keep it simple, use English, but above all, cut those technical terms down to the bone."

5931. MARSHALL, MAX S.
"Legalized Gossip." Jour. Higher Educ., 35:322-327, June 1964. Author: See No. 5930.

"Five examples have been given to show that gossip plays an important role in university life: it has a profound influence on the grading of students; on the awarding of honors, promotions, and appointments; on the appraisal of courses and teachers by students; and on the deliberations of curriculum committees." "In sum, though gossip is accepted within limits as inevitable and a limited need for it is conceded, it becomes a potentially pernicious influence when it is made legal. A large amount of legalized gossip is avoidable. . . . Gossip is too savory to legalize. It gets out of bounds. That twinge of conscience that accompanies it is a salubrious break--not half good enough, but it helps."

5932. MERRY, ROBERT W.
"Presidential Operations." Southern University Conference, 1962 (No. 5600), 39-48. Author: Professor of Business Administration and Director of Doctoral Program, Harvard School of Business Administration.

An address delivered to the 1962 Southern University Conference. "The idea or issue that I shall discuss relates to the role of the college president as the educational leader of his institution. . . . To fill his role, to be the leader, not a headman, and yet an autocrat, he must become inner-directed; he must forego the expectations of the past; he must reappraise the values of his contributions; he must change the very nature of his job."

5933. MOONEY, ROSS L.
"The Problem of Leadership in the University." Harvard Educ. Review, 33:42-57, Winter 1963. Author: Ohio State University.

The author presents seventeen propositions regarding the leadership situation in the modern large university. There are three sets of propositions. The first deals with the split between teaching and research. The second relates to the changing role of the faculty in the power structure of the university, and the third proposition relates directly to the leadership situation. "The net effect of all these conditions is that no one has the power to take positive leadership in the development of the university as an internal enterprise--not the line administrator, the staff, the faculty councils, the departments, or the colleges."

5934. MORGAN, RICHARD L.
"The Rights and Responsibilities of Teachers in Relation to Recorded Instruction." Audiovisual Instr., 8:412-414, June 1963. Author: Associate Legal Counsel for NEA Professional Rights and Responsibilities Commission.

A condensation of remarks made to the television section of the DAVI Convention. There is a need for realistic educational policy which "will best serve the public interest in quality education and the profession's interest in fair treatment." Policies are needed regarding ownership rights; preparation time needed; compensation; teaching loads and re-use, revision, and withdrawal of materials.

5935. MORRISON, ARCHIE [illegible]
"The Views of California Junior College Administrators, Instructors, and Boards of Trustees on Selected Issues in Junior College Education." Ed. D. dissertation, University of California, Los Angeles, 1963. Abstract in Diss. Abstracts, 24:3145.

A comparison of views on education issues in the junior college held by faculty, administrators and board members. Some differences are revealed.

5936. MUNSTER, JOE H., JR., and SMITH, JUSTIN C.
"The University in the Market Place." Jour. Higher Educ., 35:417-425, November 1964. Authors: Both members of the School of Law, Western Reserve University, Ohio.

Discusses the partnership between the federal government and American higher education. Sets forth many helpful suggestions for institutions and faculty members when negotiating for federal grants and contracts. "Only through their own combined effort will institutions of higher learning be able to establish that in the field of contracting with the government they are in a different position from business and industry and similar criteria should not be applied across the board. That effort should be made now."

5937. MURPHY, WILLIAM P.
"Educational Freedom in the Courts." AAUP Bull., 49:309-27, December 1963. Author: Professor of Law, University of Missouri.

"As matters of special interest to university professors find their way with increasing frequency into courts, there appears to be a corresponding increase in the legal literature dealing with such matters. . . . This article has therefore been written on the assumption that many professors would welcome a survey of the principle areas of litigation, with a summary discussion of some of the more significant and interesting cases and a brief indication of the legal principles and reasoning which are involved." Includes cases dealing with legal protection of term contracts and tenure, constitutional protection of academic freedom, due process in student dismissals, and censorship on the campus.

5938. NASON, JOHN W.
"Credo of a College President." Sch. & Soc., 91:216-18, May 4, 1963. Author: President, Carleton College, Minnesota.

"I believe in the small college, the residential college, and coeducation." Discusses the size of Carleton College.

5939. NEWBY, JACK L.
"Follow-up Study of Graduates." Improv. Coll. & Univ. Teach., 11:111-113, Spring 1963. Author: Professor of Education, State University of New York at Buffalo.

"One important means of studying graduates is a follow-up study. Many institutions have established continuing follow-up studies." These can "be a great asset to a college or university in determination of the efficacy of aims, facilities, curricula, and outcomes." "Wise interpretation and use of the information from follow-up studies can be [of] great value to higher education."

5940. NELSON, JOHN F.
"The Case of the Vanishing Professor." Liberal Educ., 49:416-19, October 1963. Author: Assistant professor of education, State University College of Education, Cortland, New York.

"We may well come to the belief that the contention that our best teachers are leaving the colleges is a falsehood." The author claims it is a matter of opinion that the "best teachers" are leaving the classroom. Rather it is they who stay behind they cannot leave. In our effort to stop those who are leaving the colleges, we are ignoring those who stay with us.

5941. ORLANS, HAROLD
The Effects of Federal Programs on Higher Education: A Study of 36 Universities and Colleges. Washington: The Brookings Institution, 1962. 361 pp. Author: The Brookings Institution.

Some 400 administrative officials, department chairmen, and faculty were interviewed, and 3,500 additional faculty responded to the questionnaire concerning their experiences with and personal knowledge of the effect of federal research programs on their 36 campuses. Separate chapters are devoted to: "Trends in Faculty Quality," "Faculty-Student Contacts," "Federal Stipends and Undergraduate Science Instruction," "Teaching Loads," "Faculty Income," "Faculty-Administration Relationships," and "Federal Payment of Academic Year Salaries."

5942. OWEN, MARY STEELE
"The Small College: A Faculty Perspective." Liberal Educ., 49:258-67, May 1963. Author: Director of advanced studies and professor of history, Franklin College, Indiana.

"Liabilities and assets candidly explored by a teacher who insists that the advantages of the small college turn on its ability to provide excellence in teaching."

Discusses faculty attitudes, conditions, and means which can be developed in the small liberal arts college to provide superior teaching.

Considers interest in students, communication, informality and esprit de corps which are better achieved in the small college.

5943. PALMER, ARCHIE M.
University Research and Patent Policies, Practices and Procedures. Washington: National Academy of Sciences—National Research Council, 1962. 291 pp. Author: Director, Office of Patent Policy Survey of the National Academy of Sciences—National Research Council.

"This report contains the findings of a comprehensive survey and interpretive analysis of the current policies, practices and procedures of universities, colleges, institutes of technology and independent professional schools in the United States with respect to the administration and conduct of scientific and technological research, including particularly sponsored research, and the handling of patentable discoveries and inventions resulting from such research." Responses from 845 of the 1,213 institutions contacted formed the basis of this report. Detailed information is given concerning the formal policies or generally accepted practices of 169 institutions. The remaining 706 institutions carried on little or no research and had no formalized research or patent policies.

5944. "Patronage or Freedom." Times Educ. Supp., [illegible], December 13, 1963.

Discusses patronage, salary negotiations, grievances, and faculty freedom.

5945. [illegible]
"Editorship and Scholarship." Jour. Higher Educ., 35:339-341, June 1964. Author: Editor, Journal of Higher Education.

Editors of scholarly journals are basically conservative; they admit new ideas into their publications at their own risk. "What can the editors and editorial boards of scholarly journals do to relieve the conservative drag on imaginative scholarly growth? . . .They can give a break to the imaginative academic, relaxing the pedantic severity of maintaining standards they themselves have helped to establish. . . . . A lot of silly stuff may get a hearing, but thereby also an exposure to beneficial [illegible]. The conceptual world of today has been built on the silly stuff, not the orthodoxies, of previous ages."

5946. [illegible]
"The Changing Scene in Higher Education: The Faculty." Jour. Higher Educ., 35:[illegible], January 1964. Author: See No. 5945.

Asks the question whether the young faculty recruit should become a teacher, an expert in the use of teaching machines or television, a skilled researcher, or a person with "so many and superior writing skills that will enrich him in capturing a wide public audience for his treatment of problems of current interest." Young faculty members intuitively "see that prestige and advancement come very largely from other activities than teaching, regardless of the skill and devotion applied to the task." Outside funds are corrupting the teaching function. Such funds should flow through responsible administrative posts, not around them. "Nothing can be achieved. . .until each administrator and faculty member insists upon being master of his own house."

5947. PRATOR, RALPH
The College President. Washington: The Center for Applied Research in Education, Inc., 1963. 118 p. Author: President, San Fernando Valley State College, California.

"Many college and university presidents have written about their experiences. As a rule, these accounts have been in the nature of reminiscences and have not been designed as analyses of the office and its relation to the social processes of higher education. Dr. Ralph Prator's monograph The College President is a serious attempt at such an analysis by a man presently engaged in the work of the presidency."

5948. PRIEST, BILL J.
"Faculty Administrator Relationships." Jun. Coll. Jour., 34:4-8, March 1964. Author: President, American River Junior College, California.

"The evidence at hand demonstrates that there is a trend toward increasing friction between faculty and administration in the junior college." Although localized in California at this time, the dissension is likely to spread. Future success of the junior college depends upon good working relationship between faculty and administration.

5949. PROCTOR, SAMUEL D.
"The Job of the Negro College President." Phi Delta Kappan, 45:407-10, May 1964. Author: Associate Director of Peace Corps and a former university president.

"The task of education is to exert that effort that will give high school students eight years of progress in four, and college students six years in four and then to find that psychological tonic that will cause a child to want to stand tall and aspire nobly." Although directed to Negro presidents, the advice is equally good for college others.

5950. "Professional Rights and Responsibilities of Television Teachers." Audiovisual Instr., [illegible], 1963.

The NEA policy statement, passed by the Board of Directors, on the rights and responsibilities of television teachers. Includes policies concerning selection of television teachers, status of the television teacher, program content, written agreements, compensation, work load, ownership of televised programs, and the re-use and revision of materials.

5951. "Proposed Copyright Revisions." Audiovisual Instr., [illegible], December 1963.

Four papers on the current status of the copyright situation by [illegible], Harold Wigren, [illegible], and Robert E. [illegible].

5952. [illegible]
"What Ails College Teaching?" Educ. Forum, 27:307-12, March 1963. Authors: (1) Superintendent, [illegible] County Public Schools (Pennsylvania); (2) Assistant Professor of Elementary Education, State University College, Oswego, New York.

This is a thoughtful article which describes certain symptoms of poor college teaching which are obviously present in some institutions of higher learning. The authors discuss disinterest in teaching, lack of recognition, poor or nonexistent supervision of instruction, need for courses in teaching, over-loading, shortage of teachers and other relevant topics.

5953. [illegible]
"The Community of Scholars." Teach. Coll. Record,

65:408-12, February 1964. Author: Institute of Education, University of London.

Considers the community of scholars as a needed concept for creating unity in our increasingly fragmentized world. The author considers the resolving of tensions between specialization and cross-disciplinary comprehension as an urgent moral as well as intellectual problem.

5954. RICHARDS, LEWIS A.

"Smallness, Bigness, and Excellence." Improv. Coll. & Univ. Teach., 12:165-166, Summer 1964. Author: Chairman of the Humanities Program, Rose Polytechnic Institute, Indiana.

"There is no question in my mind but that those responsible for the administration of small colleges will have to re-orient their educational philosophies. We must not compromise our position of world leadership today by perpetuating second rate education. Unless all excel, we are going to lose our position in world leadership and respect. Let us remember that although it may be a disadvantage to be small, to seek bigness at all costs must surely mean academic suicide."

5955. RICHARDSON, RICHARD COLBY, JR.

"Staff Morale: An Investigation Involving the Development and Testing of a Differential Morale Attitude Inventory." Ph. D. dissertation, The University of Texas, 1962. Abstract in Diss. Abstracts, 24:2764.

Involves the construction and testing of a reliable and differential morale attitude inventory for use in the junior college environment for junior college faculty.

5956. RICHARDSON, RICHARD C., JR., and BLOCKER, CLYDE E.

"Note on the Application of Factor Analysis to the Study of Faculty Morale." Jour. Educ. Psych., 54:208-212, August 1963. Authors: Both at the University of Texas.

This study applies the technique of factor analysis to the evaluation of faculty morale in a college setting. "The findings of this study indicate the desirability of utilizing the recent advances in industrial research to identify and describe the basic dimensions of morale in the educational environment."

5957. ROSENZWEIG, ROBERT M.

"Universities and the Foreign-Assistance Program." Jour. Higher Educ., 35:359-366, October 1964. Author: Associate Dean, Graduate Division, Stanford University, California.

"It is the demand for [foreign] service that is not and cannot be related to the needs of faculty and students that should be resisted. And the higher the aspirations of the university, the more important it is that these demands be resisted. For in the long run the crucial responsibility of universities is to do what good universities are supposed to do: teaching and research."

5958. RUSSELL, JOHN DALE

"Faculty Satisfactions and Dissatisfactions." Jour. Exp. Educ., 31:135-139, December 1962. Author: New York University.

The author reports on a study conducted by means of a questionnaire distributed to all full-time members of the New York University faculty in May, 1959. The article reports on the questionnaire scale, responses to situations affecting satisfactions, reactions to suggested innovations, professional attitudes, economic status, and attractions away from the university.

5959. [illegible], LAURA

"The Problem of Teaching in Community Colleges." Jour. Higher Educ., 35:384-388, October 1964. Author: Highland Park College, Michigan.

Critical of and unsympathetic with the goals and programs of community colleges. Maintains ". . .there is no truly academic life at the community college." "Only when traditional academic freedom for faculty and administration officials is actual, will the community college become something more than a post-graduate high school. And not until then will the problem of teaching in a community college become the challenge of teaching."

5960. SHAFER, ROBERT E.

"Statement on Copyright Law Revision and the Proposed Copyright Law." Audiovisual Instr., 9:690-691, December 1964. Author: Member of Ad Hoc Committee on Copyright Law Revision and Associate Professor of English, Teachers College, Columbia University, New York.

"The Ad Hoc Committee on the Copyright Law representing 47 different educational organizations strongly recommends the specific inclusion in the revised Copyright Law of an educational exemption permitting classroom teachers to copy and otherwise use copyrighted material for educational purposes." Statement made at a news conference in August, 1964.

5961. SHUGG, ROGER W.

"The Professors and Their Publishers." Daedalus, 68-77, Winter 1963. Author: Director, University of Chicago Press.

"It is time that the professors and their publishers draw closer together in mutual understanding of each other's ways, needs, and problems."

5962. SHEDDON, DICK

"Joys and Discomforts of College and University Teaching." Agric. Educ. Mag., 34:283-4, June 1962. Author: Vocational Agriculture Instructor, Lakeview, Oregon.

The author attempts to place some concrete values on the beneficial and disturbing aspects of college teaching via discussions with faculty at the Oregon State University in the Schools of Agriculture and Education.

5963. SNOW, ROBERT H.

"The Precarious State of Teaching." Jour. Higher Educ., 34:318-323, June 1963. Author: Program Administrator of the Adult Education Division, Syracuse University, New York.

"Faculty members are increasingly inclined to devote a major share of their efforts to many enterprises outside the classroom, allowing their energies to be diverted from teaching. Recognizing publication as the route to academic achievement, they struggle to produce the books and articles which they hope will justify their claims to promotions and prestige. They negotiate research contracts, serve as paid consultants, conduct private business ventures on the side. Few rewards or distinctions seem to accrue to those who excel as teachers." "Current conditions within the college and university system intensify the danger that teaching services may be permitted to decline."

5964. STERN, GEORGE G.

"Characteristics of the Intellectual Climate in College Environments." Harvard Educ. Review, 33:5-41, Winter 1963. Author: Syracuse University.

"Teachers in some elite liberal arts colleges appear to be especially effective in motivating students toward high academic achievement." This research attempts to discover relationships between the psychological environment of universities and their organization and administration. The study deals with responses of more than 1,000 students in 33 colleges.

5965. SUTHERLAND, ROBERT L.; HOLTZMAN, WAYNE H.; KOILE, EARL A.; and SMITH, BERT KRUGER, Editors

Personality Factors on the College Campus: Review of a Symposium. Austin, Texas: The Hogg Foundation for Mental Health, The University of Texas, 1962. 242 pp. Editors:

(1) Professor of Sociology and Director, The Hogg Foundation for Mental Health, The University of Texas. (2) Professor of Psychology and Associate Director, The Hogg Foundation. (3) Associate Professor of Educational Psychology and Coordinator of Counseling, Testing and Counseling Center, The University of Texas. (4) Professional Information Division, The Hogg Foundation.

While this review is mainly concerned with research on student characteristics and campus cultures, chapter 8 includes abstracts of three studies which concentrate primarily on "the attitudes, personality characteristics, and problems of adjustment of faculty members." A brief preliminary report is given of Lucile Allen's study on role conflicts and congruences the [final published report is found elsewhere in this bibliography. See No. 5870.] For more detail on Reece McGee's study concerning the occupational concomitants of academic degrees, see No. 5929.

5966. SUTTON, FRED CRAWFORD
"Factors Affecting the Retention of Part-Time Business and Industrial Teachers in Community Colleges--Henry Ford Community College, a Case Study." Ed. D. Dissertation, Wayne State University, 1962. Abstract in Diss. Abstracts, 23:1257, 1962.

Sought to find bases for developing measures to increase retention, improve quality and stability, and reduce recruiting of new part-time business and industrial instructors.

5967. VAN O'CONNOR, WILLIAM, and HUNT, LESTER E.
"The Publish-or-Perish Policy." NEA Jour., 53:30-31+, December 1964. Authors: (1) Department of English, University of California, Davis; (2) Chairman, Department of English, State University College, Courtland, New York.

This article is presented as a part of the Opinions Differ series but it is difficult to see the differences presented. The authors agree that there is a place in university and college teaching for the person interested in teaching only. Mr. O'Connor would not have them in all institutions.

5968. VINEYARD, EDWIN E.
"King PARS, Academic Nebuchadnezzar." Improv. Coll. & Univ. Teach., 11:141-142, Summer 1963. Author: Associate Professor of Education, Oklahoma State University.

"PARS is an initialed pseudonym representing Public relations, Administrative glory, Research grants, and Status seeking." This article, "based entirely on the third chapter of the book of Daniel, through exaggeration and fantasy cites the need for retention of perspective and balance in higher education." The implications for college teachers are evident.

5969. WAGNER, GEOFFREY
"Local 1460." Univ. Quart., 19:78-83, December 1964. Author: Not identified.

Discusses New York college teachers' forming Local 1460 of the American Federation of Teachers, an AFL-CIO affiliate.

5970. WALSH, JAMES PETER
"Faculty Personnel Administration at the United States Merchant Marine Academy: The College Teacher in the Federal Service." Ed. D. dissertation, University of Southern California, 1961. Abstract in Diss. Abstracts, 22:1071, 1961.

Seeks to determine if federal administrative agencies limit the autonomy of the United States Merchant Marine Academy in administering faculty personnel policies. Findings were not completely favorable.

5971. WERT, ROBERT J.
"Leadership: The Integrative Factor." The Study of Academic Administration (Ed. [illegible]), [illegible], 1963. Author: Vice Provost, Stanford University, California.

A treatise on the college or university presidency. "The central question in our debate. . .seems to me to be this: Even if there are theoretical and historical reasons for the president to lead, is it possible for him to do so? If so, under what conditions?. . .I think it not only possible for presidents to exert noteworthy educational leadership, but mandatory that they do so for the reason that no one else connected with colleges and universities has the knowledge, the time, or the responsibility to do it."

5972. WIGREN, HAROLD
"Ad Hoc Committee on Copyright Law Revision." Audio-visual Instr., 9:689, December 1964. Author: Educational Television Consultant for NEA.

The committee's suggestions relate to the primacy of public interest over private interest, reasonable access to teaching materials, and the need for a reasonable and workable law that can be applied directly by teachers and administrators. Taken from a speech to the National Commission on Professional Rights and Responsibilities, NEA.

5973. WYMAN, RAYMOND
"Don't Kill the Goose that Lays the Golden C." Educ. Screen & AV Guide, 43:306-308, June 1964. Author: Professor of Education and Head of the Audio-Visual Center at the University of Massachusetts.

The author discusses why materials are produced, the purpose of copyright laws, and the user's interests. He discusses the necessity and obligation which teachers have to recognize copyright laws.

SEE ALSO NOS. 589-691, 2927-2947, 3776, 3777, 3781, 3782, 3783, 3784, 3789, 3814, 3818, 3821, 3848, 3865, 3866, 3872, 3883, 3914, 3917, 3939, 3942, 3944, 3955, 4077, 4143, 4283, 4288, 4290, 4320, 4329, 4359, 4407, 4433, 4441, 4442, 4445, 4448, 4450, 4453, 4529, 4538, 4544, 4678, 4705, 4718, 4729, 4733, 4775, 4877, 5144, 5241, 5481, 5512, 5527, 5576, 5577, 5584, 5585, 5600, 5641, 5736, 6008, 6278, 6398, 6422.

B. ADMINISTRATIVE RESPONSIBILITY

(Nos. 5974-6011)

5974. ADAMS, RICHARD P.
"Tulane University: Faculty Participation in the Government of the University." AAUP Bull., 49:221-5, September 1963. Author: Professor of English, Tulane University, Louisiana.

The second of a series of articles prepared at the request of Committee T on College and University Government. "The functional purpose of faculty participation in university government is not merely to illustrate some ideal form of democracy. It is to insure, as much as insurance can, that administrative authority is always used in the service of academic authority, and never allowed to get in the way of learning."

5975. BLOCKER, CLYDE E.
"Decision Making in the Internal Operation of an Institution." Current Issues in Higher Education, 1963 ([illegible]), [illegible]. Author: Associate Professor of Educational Administration, The University of Texas.

"This paper will be confined to an explanation of a [research] technique by which administrators can analyze and thus better understand the dynamics within their organizations as they affect curriculum development and change." It helps to identify "active as well as isolated individuals in three dimensions--communications, reliance, and influence--as perceived by their peers." An example is given from a study of the faculty at a junior college of the kind of information which can be obtained.

5976. BROWN, COURTNEY C.
"How Should Higher Education Be Governed, and By Whom?" Coll. Univ. Bus., 35:45-47, October 1963. Author: Dean, Graduate School of Business, Columbia University, New York.

Academic administrators must develop sound principles of academic administration which they can administer in a manner which will win the confidence of the faculty and thereby ensure full participation in common tasks.

5977. CLARK, BURTON R.
"Faculty Organization and Authority." The Study of Academic Administration (No. 5074), 37-51, 1963. Author: Associate Research Sociologist, Center for the Study of Higher Education, University of California at Berkeley.

"The major form of organization and authority found in the faculties of the large American colleges and universities,. . . .may be seen as largely 'professional,' but professional in a way that is critically different from the authority of professional men in these organizations such as the business corporation, the government agency, and the hospital. To approach this unusual pattern, we will first discuss trends in the organization and culture of the campus and then turn to the related trends in the organization and authority of the faculty."

5978. DIBDEN, ARTHUR J.
"Facultymanship." Liberal Educ., 48:371-82, October 1962. Author: Dean of Blackburn College, Illinois.

A discussion of enlightened citizenship and partnership in the academic community.

"A clearer understanding of the nature and composition of a faculty might indicate whether it is a formal and firm academic body or a collection of college workers."

The author considers the individual's role in the faculty as a legislative body for its college, and as a subculture--a community within a community.

5979. DOWDY, L. C.
"Seven Principles Underlying Academic Planning." Improv. Coll. & Univ. Teach., 10:142-144, Summer 1962. Author: Acting President, Agricultural and Technical College of North Carolina.

After setting forth the seven principles which he considers essential to successful academic planning, the author concludes, "The faculty with its training, intelligence, interest, experience, and manpower is the greatest source of ideas for academic planning and implementation of recommendations for improvement."

5980. DURYEA, E. D., JR.
"Decision Making Through Allocation of Responsibility." Current Issues in Higher Education, 1962 (No. 5698), 157-159. Author: Chairman, Program for Higher Education, Syracuse University, New York.

". . . .the influences related to the continuing professional orientation to a specialized discipline and to the increasing size and complexity of our colleges and universities convince me that faculties no longer can exercise the role they have. . . . .the management of colleges and universities has become a professional effort in itself."

5981. [illegible]
"The University of California at Berkeley: Faculty Participation in the Government of the University." AAUP Bull., 49:[illegible], March 1963. Author: Associate Director, Reference Service and Associate Professor of Political Science, University of Michigan.

"'Shared Responsibility' is the title Chancellor E. W. Strong of Berkeley, himself a long-time faculty member on this campus, gives to the system of government. It is an apt title. Basic responsibility for the administration of the institution is shared between the administration and the faculty. Unquestionably the largest university complex in the nation, it is also true that,. . .the University of California is 'one of the most democratically run' of academic institutions."

This is the third in a series of articles preared at the request of Committee T on College and Universiy Government.

5982. "Faculty Participation in College and Universty Government." AAUP Bull., 48:321-3, December 1962.

The final form of the statement of principles drafted by Committee T on College and University Government. These principles relate to faculty participation in five major areas: (1) the determination of educational and research policies of the institution; (2) the appointment and promotion of faculty members; (3) the selection of presidents, academic deans, and other principal academic administrative officers; (4) the expenditure of funds allocated to educational purposes; and (5) the establishment of agencies and rules for faculty participation.

5983. "Faculty Participation in College and Universty Government." AAUP Bull., 49:253-9, September 1963.

The Bulletin presents two drafts of a statement of principles, the first by Committee T on College and University Government which was approved by the AAUP Council in 1962, and the second by the Syracuse University Chapter. Comments are offered by the authors of each draft in defense of their own approach. "The Syracuse proposal for revision is meant to bring into clearer and sharper focus the proper scope of faculty participation in college and university government."

5984. FRAM, EUGENE H.
"Faculty 'Ownership' of Higher Education." Jn. Coll. Jour., 32:388-91, March 1962. Author: Assistant professor at Rochester Institute of Technology, New York.

The author points out that there is no consistent picture of faculty participation in the governing of higher education. The two extreme positions are the relationship of "employer-employee" with little or no faculty participation in administration and that of complete control by the faculty.

The author develops the theme of "ownership" of higher education and makes a plea for more control to be vested in the faculty.

5985. FUCHS, RALPH F.
"A Profession in Quest of Itself?" AAUP Bull., 48:104-9, June 1962. Author: Professor of Law, Indiana University, and President, AAUP.

In this presidential address given at the 1962 annual meeting, the speaker highlights two post-war developments in American higher education. The first is the increase of administration on most campuses and the resulting shift from informal to formal participation by faculty in institutional government. The second is the rise of an "influential national community of higher education" composed of such agencies as the various associations of groups of colleges and universities.

5986. FUCHS, RALPH F.
"Decision Making Through Allocation of Responsibility." Current Issues in Higher Education, 1962 (No. 5698), 160-163. Author: See No. 5985.

An argument for faculty participation in decision making only in their areas of competence and in matters of major importance to the educational purposes of an institution. "Some determinations in colleges and universities, such as various administrative procedures, are obviously outside the competence of the faculty. . . . When it comes to such decisions, . . .the job should be done by staff specialists, with student participation and occasional reference of disputed policy points to the faculty and higher administrative officers."

5987. [illegible]
"The Faculty-Administration Tension Can Be Solved." Coll. & Univ. Bus., [illegible], April 1962. Author: [illegible]

Manager, Goshen College, Indiana.

The author has attempted to gather some of the more obvious sources of the conflict between faculty and administration. Suggestions that should lead to happier relationships are made.

5988. HEIMBERGER, FREDERIC

"Faculty Control of University Teaching." Sat. Review, 45:54-55+, November 17, 1962. Author: Vice President for Instruction and Dean of Faculties, Ohio State University.

Criticizes the faculty for abdicating their responsibility for maintaining quality in instruction and failing to exert control over courses and curricula. Makes several proposals for filling the power vacuum which has been created.

5989. HERTZFELD, KURT M.

"Decision Making in the Internal Operation of an Institution." Current Issues in Higher Education, 1963 (No. 5686), 167-170. Author: Vice-President for Administrative Affairs, Boston University, Massachusetts.

A call for cooperation between faculty and administrators in budget preparation and a statement about the role of faculty in administrative decision-making. "Administrative function and management has to be delegated to experts. These people, in turn, have to be given the opportunity to exercise their responsibility properly without undue interference. Too much time of the administrator is spent in justifying each action. . . . In a way, I am pleading for 'professional freedom' for the administrator as I would plead for academic freedom for the teacher."

5990. HOOR, MARTEN TEN

"Academic Authority: The Power and the Glory." Educ. Record, 45:265-71, Summer 1964. Author: Dean Emeritus of the College of Arts and Sciences, University of Alabama.

"Aside from the inherent advantages, it is good academic policy - possibly we should say 'strategy'--to consult those who will be affected by administrative decisions."

This article brings to light some basic facts and principles often overlooked by members of faculties as well as administrators. These facts and principles relate to the complexities and risks involved in the [illegible]

5991. HUMPHREYS, RICHARD F.

"Interdependence of Administration and Faculty." Sch. & Soc., 92:48-49, February 8, 1964. Author: President, The Cooper Union, New York.

Discusses the operation of a college as a dual system of responsibility and emphasizes the role of the faculty in contributing leadership. Emphasizes that the true purpose of a college's existence is accomplished by the faculty, not the administration. Recommends commensurate pay, adequate physical facilities and fringe benefits as well as the necessities.

5992. JACKSON, ALVIN F., JR.

"The Professor as Corporate Solicitor." Coll. & Univ. Jour., 3:41-43, Spring 1964. Author: Executive Secretary of Stevens Association, Stevens Institute of Technology, New Jersey.

"Today's professor has contacts, social skills, information and often the willingness to be of real assistance in a development program."

5993. JONES, RONALD G.

"Faculties and the Personification of Conflicting Ideas." Coll. & Univ., 40:19-26, Fall 1964. Author: Assistant Professor of Education, Pennsylvania State University.

"The composition of faculties being what they are, until a more fundamental change occurs we can expect things to continue more or less as they are." The author is here commenting on the criticisms of programs for the preparation of teachers and educational administrators, and the possibility of improving those programs.

He develops a proposal to correct the "fallacy of the personification of conflicting ideas," for when an administrator hires a faculty on this basis he gets little more than a congeries of disparate points of view.

The author proposes the use of dialectic rather than argumentation and disputation as a means of resolving faculty problems.

5994. JONES, THOMAS E.; STANFORD, EDWARD V.; and WHITE, GOODRICH C.

Letters to College Presidents. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964. 192 pp. Authors: (1) Retired President, Earlham College, Indiana; (2) former President, Villanova University, Pennsylvania; (3) retired President, Emory University, Georgia.

"These 'letters' are an outgrowth of the Administrative Consultant Service of the Association of American Colleges. They deal with some of the administrative problems [of presidents] which the three consultants met on their visits to almost 300 colleges and universities. The 'letter' format was adopted the better to capture this informality and to avoid pretentiousness. . . . In the main the letters are to be thought of as addressed to the [fictitious] presidents of relatively small imaginary colleges, chiefly independent or 'church-related' and chiefly concerned in emphasizing the liberal arts." Special attention is given to the president's relations with the faculty in:

Chapter 7: "Administration-Faculty Relationships;"
Chapter 8: "Faculty Appointments, Rank, and Promotion;"
Chapter 9: "Tenure and Termination of Appointments;"
Chapter 11: "Administrative Organization of the Faculty;"
Chapter 22: "Development Program and the Faculty."

5995. KEENAN, BOYD R.; CARLSSON, ALLAN; and DIEKEN, ARTHUR J.

"Are Specialized Faculty Members Competent to Help Formulate Broad Educational Policies?" Jour. Higher Educ., 33:446-451, November 1962. Authors: (1) Purdue University, Indiana; (2) Virginia Military Institute; and (3) Blackburn College, Illinois.

In this "academic round table" the positions with regard to the question are as follows: Keenan provides a qualified "yes"; Carlsson indicates an affirmative answer; and Dieken, after discussing "faculty competence and college government," maintains that the faculty must participate in policy making for the reason "that without the affirmative support of its members the policy will not work." "Not to involve them [i.e., the faculty] is not merely a waste of resources; it is an affront to the interactive nature of academic life."

5996. LAW, GLEN CHARLES

The Urgency of New Leadership in Higher Education. Philadelphia: Ivy-Curtis Press, 1962, 123 pp. Author: Not identified.

"This book presents a point of view on important issues in higher education. Current problems and future needs are discussed in relation to past influences, traditions, and the condition of contemporary American society. The role of boards, administrators, faculties, alumni, and the various publics are assessed. . .It is a book of ideas that attempts to interpret, provoke, suggest, inform, and even entertain . . . . It is a critique and commentary on higher education intended to present opinions and proposals that may be of help in the future." Chapter IV, "The Faculty's Contribution to Leadership," discusses selection of faculty, faculty morale, the faculty's role in policy-making and curricular design, and faculty-administrative unity. Chapter II, "Change and the Administrative Process," deals with the presidency.

5997. McGRATH, EARL J., and MEETH, L. RICHARD, Editors

Cooperative Long-Range Planning in Liberal Arts Colleges. New York: Bureau of Publications, Teachers College, Columbia University, 1964. 108 pp. Editors: (1) Executive Officer, Institute of Higher Education; (2) Assistant to the Executive Officer, Institute of Higher Education.

A compilation of presentations prepared for a conference of college presidents which had as its purpose the consideration of their most pressing problems and the "collection and analysis of pertinent factual material on the basis of which conclusions could be reached concerning institutional policy and practice." Of special interest is Chapter 6, "Involving Faculty Members in Institutional Policy Formulation," by Walter E. Sindlinger. See No. 6005.

5998. MCNEIL, GORDON H.
"Faculty Participation in College and University Government: A Utilitarian Approach." AAUP Bull., 48:364-7, December 1962. Author: Professor of History, University of Arkansas, and member of Committee T on College and University Government.
The author applies John Stuart Mill's ideas on political government to educational government. Mill "argues the utilitarian case for liberty, for freedom of speech, and for the superiority of a political system in which all individuals (with a few exceptions) have a share directly, or more usually through representatives, in their government." These same concepts are spelled out in the "Statement of Principles on Faculty Participation in College and University Government" which has been recently drafted by Committee T and adopted by the AAUP Council.

5999. MARSHALL, MAX S.
"The Hydra of the Campus." Liberal Educ., 49:520-36, December 1963. Author: Chairman, Department of Microbiology, University of California Medical Center, San Francisco.
The author views the committee system as a "polite form of debauch" and offers a diagnosis and a prescription. Five constructive suggestions are given toward controlling the establishment and functioning of committees.

6000. MILLETT, JOHN D.
The Academic Community: An Essay on Organization. New York: McGraw-Hill Book Company, Inc., 1962. 265 pp. Author: President, Miami University, Ohio.
Chapters 3, 6, and 7 are pertinent to this bibliography. In Chapter 3, "Faculty," the author describes the academic profession as a group and the faculty member as an individual. He then outlines the organization of the faculty within departments, within colleges or schools, and within the university as a whole; and finally he defines the role of the faculty in making decisions at each of these levels. Chapter 6, "Administration," outlines the functions of administration generally and discusses specifically the president's role as well as that of other administrative officers. In Chapter 7, "Conflict and Consensus," Millett calls for a sharing of power, not a struggle for power between faculty and administrators. "The academic community abhors absolute power. It is committed to freedom through a sharing of power. Consensus in action is the test of both freedom and responsibility."

6001. MORROW, GLENN R.
"The University of Pennsylvania: Faculty Participation in the Government of the University." AAUP Bull., 49:114-21, June 1963. Author: Professor of Philosophy, University of Pennsylvania.
"This is the first of a series of articles . . . intended to exemplify, for the benefit of the academic profession, the significant application of the principles embodied in the Statement of Principles on Faculty Participation in College and University Government. . . ."

6002. [illegible]
"Faculty and Administration in the Governance of the University." Educ. Record, [illegible], Summer 1964. Author: Professor of Education, Arizona State University.
The author discusses, with liberal quotations from many sources, the issue of to what degree and in what manner, and in which areas of responsibilities should faculty and administration participate in policy formulation and decision making.

Taken into consideration are the growth and complexity of institutions of higher learning, the great dispersal of decision making on a university campus, and immersion of administrators in problems not central to the educational mission of the university.

6003. NEHNE, RONALD R.
"Decision Making in the Maintenance of Institutional Integrity." Current Issues in Higher Education, 1963 (No. 5686), 175-178. Author: President, on Leave, Montana State College, Acting Assistant Secretary for International Affairs, U. S. Department of Agriculture.
A discussion of the decision-making obligations of faculty administration, and governing board for maintaining institutional integrity in four major areas: (1) instructional standards, (2) academic freedom, (3) democratically conceived and administered operations, and (4) effective participation of students in areas other than extra curricular activities.

6004. RIESMAN, DAVID
"Innovation and Reaction in Higher Education." Jour. Gen. Educ., 16:177-96, October 1964. Author: Henry Ford II Professor of the Social Sciences, Harvard University, Massachusetts.
"If the president no longer dominates the American academic scene, who does? I think the answer is clear----the faculty."
Riesman first explains how faculty control institutions today and contrasts this with the picture of higher education written by Thorstein Veblen in his book The Higher Learning in America. Then he remarks on some specific examples of experiments in elite, residential private colleges with particular emphasis on the Harvard Freshman Seminar.

6005. SINDLINGER, WALTER E.
"Involving Faculty Members in Institutional Policy Formulation." 71-79, 1964. Cooperative Long-Range Planning in Liberal Arts Colleges (No. 5997). Author: Director of Center for Community and Junior College Administration and Professor of Higher Education, Teachers College, Columbia University.
A brief history of faculty participation in policy-making decisions and illustrations of ways in which they may participate. Suggestions for building faculty participation into a sound organizational structure.

6006. [illegible]
"Faculty Reorganization at Western Illinois University." The Study of Academic Administration (No. [illegible]), [illegible], 1963. Author: Professor of Social Science and Chairman of the University Senate, Western Illinois University.
A description of the reorganization of faculty government at Western Illinois University--the changes which led to an examination of the faculty's role in policy formation and the steps which were taken over a period of eleven months to effect a reorganization acceptable to both faculty and administration.

6007. [illegible], and [illegible]
"The Professor as Trustee." Jour. Higher Educ., [illegible], June 1963. Authors: (1) State University College, Buffalo, New York; (2) Blackburn College, Illinois.
[illegible]: "Professors should be on boards of trustees only as private citizens. The profession of college teaching and the service of the college trustee do not intrinsically overlap one another." [illegible], while generally favorable to the idea of professors serving as trustees, cautions: "His inclusion on the board of an institution other than his own seems preferable."

6008. STRONG, E. W.
"Shared Responsibility." AAUP Bull., [illegible], June 1963. Author: Chancellor, University of California at Berkeley.

In this welcoming address to the 1963 Annual Meeting of the AAUP, Chancellor Strong proposes that the maintenance and protection of faculty rights is the responsibility of both faculty and administration. "However unattainable a perfect harmony of the spheres may be, it becomes us to seek for approximations in working together."

6009. TUNNELL, JAMES WESLEY
"Faculty Involvement in Policy Formulation in the Public Junior College." Ed. D. dissertation, Texas Technological College, 1963. Abstract in Diss. Abstracts, 24:5157.
A study to develop an evaluative instrument and use it in determining faculty involvement in policy formulation.

6010. VAVOULIS, ALEXANDER
"A Faculty Role in Academic Policy Making." Jun. Coll. Jour., 34:32-4, April 1964. Author: Department of Chemistry, Fresno State College, California.
"The role of the faculty is crucial to any educational institution, and it should be clearly defined and delineated." Author discusses the development of a council of the teaching faculty as a formal voice in the development of education policy.

6011. WINTER, CARL
"Academic Senates in the Junior Colleges." Calif. Educ., 2:15-16, November 1964. Author: Consultant, Bureau of Junior College Education, California State Department of Education.
Discusses the adoption by the California State Board of Education a regulation mandating the establishment of academic senates in the junior colleges. Emphasizes the involvement of various teacher associations.

SEE ALSO NOS. 632-712, 2088-2099, 2770, 3812, 3843, 3891, [illegible]

C. AGE
(No. 6012)

6012. [illegible], ROBERT T.
"Age Stratification Among Teachers." Educ. Forum, [illegible], November 1963. Author: Professor of Anthropology, Brooklyn College, New York.
"What I am trying to say is that in the teaching profession the bulk of the teaching is being carried on by people in the middle level who are talking to students who have a different philosophical basis for many of their motivations and activities. In many instances, contact is tenuous if not non-existent."

SEE NOS. [illegible]

D. CIVIC RESPONSIBILITY
(Nos. 6013-6019)

6013. [illegible], THEODORE [illegible], and SMITH, [illegible]
"The Role of the Educator in Increasing Racial Tension: An Action Symposium." Adult Leadership, [illegible], March 1965. Authors: Reading Services at Florida State University.
The authors report on a racial symposium sponsored by members of Phi Delta Kappa, a professional educational fraternity, [illegible] Florida State University and the Negro Florida Agricultural and Mechanical University. From among the more than fifty recommendations which resulted, seventeen guidelines are presented affecting faculties of white and Negro universities, student bodies, the Negro community and the white community.

6014. KRISTOL, IRVING
"Disquieting Thoughts about Academic Affluence." Educ. Record, 45:103-4, Winter 1964. Author: Senior Editor of Basic Books, Inc.
". . .one wonders whether it is desirable—especially in a democracy—for intelligence and learning to be concentrated to such an extent in academic institutions. Other parts of society are bound to suffer."

6015. [illegible], HOWARD A.
"The Trouble with Professors." Improv. Coll. Univ. Teach., 11:13-15, Winter 1963. Author: Professor, Paterson State College, New Jersey.
"Is the Ivory Tower too prevalent on campuses in this modern age when the professor needs to be knowledgeable and active in the secular as well as the academic world?" "Most professors know that even getting enthused with ideas is dangerous. . . . There are, however, a growing number of people both within and without the academic community who see a great need for changing the existing situation. . .it is vitally necessary to begin to effect this change since it will ultimately affect the direction in which our society will go."

6016. SHEEDY, CHARLES E.
"They Just Lose Their Faculties." Liberal Educ., 49: [illegible], December 1963. Author: Professor of Theology and Dean of the College of Arts and Letters, the University of Notre Dame, Indiana.
"A plea for recognition of—and compensation for—the price that universities pay for the privilege of lending their faculty members to the government."
The author discusses the government, faculty member, dean's involvement with one another, and the financial and staffing hardship created for deans.

6017. VANDIVER, FRANK E.
"Not Larger Than Life." [illegible], November 1962. Author: Chairman, Department of History, Rice University, Texas.
Discusses the attitude of American college professors toward "international education," and what they can do about and for foreign students. "American faculties can most effectively serve education, foreign and domestic, by [illegible] their students."

6018. [illegible], ROBERT
"Faculty Participation in the 1960 Presidential Election." The Western Pol. Quart., [illegible], March 1962. Author: Central Washington State College.
The author reports the results for a questionnaire sent to a sample of faculty members at Washington state colleges. Information was gathered on political beliefs and voting behavior.

SEE ALSO NOS. [illegible]

E. DEGREES

SEE NOS. [illegible]

F. ECONOMIC STATUS
(Nos. 6019-6072)

1. GENERAL
(Nos. 6019-6033)

6019. "Academic Temptations: California Looks Ahead." Times Educ. Suppl., 2541:223, January 31, 1964.

Report on the results of a higher education staff attitude survey by the California Coordinating Council for Higher Education. Covers university, state college and junior college staffs' thinking with regard to salary, working conditions, and fringe benefits.

6020. BRICKMAN, WILLIAM W.

"Professors, Research, and Taxes." Sch. & Soc., 92:148, 150, April 4, 1964. Author: Editor, School and Society.

Discusses three 1963 tax rulings concerning the deductability of research, including travel, expenses from the Federal income tax paid by professors.

6021. DAVIDSON, THOMAS LEA, and STUTZ, ROBERT L.

"Tuition Reciprocity: A New Approach." AAUP Bull., 49:243-4, September 1963. Authors: (1) Assistant Professor of Marketing; (2) Associate Professor of Industrial Administration, both of School of Business Administration, University of Connecticut.

"The purpose of this brief comment is to suggest a method of providing one fringe benefit that appears to the authors to have promise. . . ."

"Briefly stated, the plan provides that participating institutions agree to consider children of faculty members at other participating institutions as residents of their own state for purposes of (a) consideration for admission and (b) payment of fees and tuition if admitted."

6022. "Instructional Salaries in 41 Selected Colleges and Universities for the Academic Year 1961-62-Final Report." AAUP Bull., 48:19-42, March 1962.

This report is submitted by the Subcommittee on the Biennial Salary Survey of Committee Z on the Economic Status of the Profession. The committee reports on: (1) the gains in base salaries since 1959-60, (2) the relation of base salaries to cost of living and purchasing power, (3) the gains in median base salaries in each rank since 1939-40 for each individual institution, (4) salary patterns in six large state universities for each of the three report years beginning with 1939, (5) retirement provisions, (6) total enrollment of full-time students and size of full-time instructional staff, and (7) the relative income position of the profession.

6023. "I. R. S. Research Expense Deductions." Balance Sheet, 45:277, February 1964.

An announcement and brief on a new U. S. Internal Revenue Service bulletin dealing with the deduction of research and related expenses incurred by college and university professors.

6024. [illegible], [illegible]

"College Professors and Income Taxes." Jour. Higher Educ., 35:131-136, March 1964. Author: Associate Professor of Economics and Assistant Director of the School of General Studies, Brooklyn College, New York.

Discusses the issue of whether the present treatment of educational expenses of college professors is discriminatory. "The prime purpose of this article is to describe several recent court cases in which the [income] tax returns of college professors were vigorously contested by the government. The college professors successfully met the challenges." Among the cases considered were deductions for educational expenses, travel as a form of education, and research costs paid by the professor.

6025. JOHNSON, DAVID B.

"The Academic Poker Game." Sat. Review, 46:70-71, June 15, 1963. Author: Associate Professor of Economics, University of Wisconsin.

"In the springtime, young professors' thoughts turn to what older colleagues have been thinking about all year: money." Describes various techniques for improving salary and position.

6026. McGREGOR, A. [illegible]

"Teacher Income Tax Problems." Phi Delta Kappan, 45:255-58, February 1964. Author: Business assistant in La Cañada, California, schools.

This is the first part of an article that describes income tax deductions that are available to the person (most frequently a teacher) who continues his formal education.

6027. McGREGOR, A. [illegible]

"Teacher Income Tax Problems." Phi Delta Kappan, 45:313-15, March 1964. Author: See No. 6026.

This is a continuation of the article begun by Mr. McGregor in the February issue of PDK.

6028. MATTHEWS, DAVID O.

"Family Recreation for University Faculty." Jour. Health, P.E., & Rec., 35:33-5, March 1964. Author: Director, Division of Intramural Activities, University of Illinois.

"It is not always enough for a university or college to offer an attractive salary schedule as the only incentive for obtaining and keeping good faculty members. Many positions are accepted or retained on the basis of the fringe benefits which accompany a good salary. An important benefit which is carefully investigated by persons offered a job is the recreation program for faculty, staff, and their families. [illegible] an institution if they are permitted the use of recreational facilities for themselves and their families."

Questionnaires were sent to fifty-three selected colleges and universities and the data gathered about the programs existing for faculty is summarized under these general headings: regulations governing participation, fees, facilities and equipment, supervision, [illegible], and problems.

The program at the University of Illinois is outlined.

6029. OLIVER, WILLIAM H.

"The Deductibility of Expenses: A Professor's Research and a Study in His Home." AAUP Bull., 49:10-18, March 1963. Author: Professor of Law, Indiana University, and Chairman of AAUP Subcommittee Z-2 on Taxation.

A discussion of the ruling, published by the Internal Revenue Service in December, 1962, recognizing the deductibility of research expenses incurred by professors on their federal income tax returns.

6030. [illegible], ANTHONY

"Economic Pressures and the Professor." Sanford, Ed., The American College (No. 5003), 920-[illegible]. Author: [illegible].

This essay is chiefly concerned with the economic problems of the college teacher in the humanities. "It is true that in the humanities professional income equals salary-- and salaries are frightfully low. This fact, and some of its consequences, are the concern of what follows."

6031. [illegible], ROBERT H.

"The Scholar in a Materialistic Age." Jour. Higher Educ., 35:273-275, May 1964. Author: Editor, Journal of Higher Education.

"It is quite clear that successes in science have created the popular views of the scholar and have, in turn, lowered the esteem in which the humanist is held. Yet, it may be cogently argued that the humanist is the only student of man and his universe who knows no bounds." ". . .we must conclude that there are no valid reasons, where understanding prevails, that the humanist, the idealist, the uninhibited scholar should not be sustained comparably to the scientist even in an age of materialism."

6032. "Report of Committee C, Policy on Educational Television," AAUP Bull., 48:290, September 1962.
"It is imperative that a constructive pattern for relationship between administration, faculty, and students be defined for the use of television in college courses. The following statement relates chiefly to the role of the teaching faculty in the planning and development of such a program.

6033. SAMPSON, FRIEDA S.
"Your Income Tax Deductions," NEA Jour., 53:62, January 1964. Author: NEA Research Division.
The author lists educational expenses that are deductible and indicates some that are not. Reference is made to four significant court cases.

SEE ALSO NOS. 762-808, 2001-2014, 2011, 2017, 2058, 4010, [illegible]

2. HOUSING
(Nos. 6034-6035)

6034. KENNEDY, JAMES STRICKLAND
"Court Interpretation of Ten Cases Involving Administrative and Faculty Residences in Higher Education." Ed. D. dissertation, University of Pittsburgh, Pennsylvania, 1962.
[illegible]
Provides findings considered to be helpful to boards of control and executive officers in providing residences for their administrators and faculty. Evaluates state legislation and fifty-two appellate court cases.

6035. TAYLOR, ESTHER
"Faculty Housing and the Function of the College," Liberal Educ., 49:350-5, October 1963. Author: Independent artist and writer, wife of Professor W. S. Taylor, Department of Psychology, Smith College, Massachusetts.
The author discusses the advantages and disadvantages of faculty housing from the point of view of the administration and that of the individual faculty member.
Suggested guidelines for administering a faculty housing program are given which would eliminate some of the more difficult problems often encountered: disestablishment at retirement; the new faculty member; emeriti residences.

SEE ALSO NOS. 4077-4111, 4017-4018, 4143, 4145, 4150, 4177, 4187, 5026.

3. OUTSIDE EMPLOYMENT
(Nos. 6036-6040)

6036. HENDERSON, ROBERT
"The Non-Teachers," Horizon, 5:16-19, September 1962. Author: Not identified.
"They are the new elite of college professors, so busy working for government, business, foundations, or themselves as to be almost total strangers to the classroom."

6037. WALKER, MARY [illegible]
"Run, Professor, Run!" America, 108:[illegible], January 19, 1963. Author: Homemaker living near Philadelphia.
Discusses the ways in which professors augment their salaries; also their financial needs and shortcomings in relation to the salaries of other business and professional people.

6038. WALSH, JOHN
"Faculty Pay: Salary-Charging Practices on Federal Grants is Subject of A.C.E. Panel's Advice," Science, 140:266, April 19, 1963. Author: Editorial Staff, Science.
Discusses the American Council on Education recommendations on supplementation of college faculty salaries from federal grant funds.

6039. WATTS, CHARLES H.
"The Professional and the Professor," Educ. Record, 45:[illegible], Summer 1964. Author: President-elect of Bucknell University.
The nature of the relationship between the professor and the professional business manager in the university is profoundly changing. It is made more difficult by the marked changes which have been occurring in the profession of the professor.
The problem is to maintain shared institutional purposes, when these have developed loyalties outside the institution making it "a kind of holding company for itinerant disciplinarians."

6040. WOLFLE, DAEL
"Moonlight Pay for Professors," Science, 140:355, April 26, 1963. Author: Executive Officer, Science.
Discusses the uses of outside income to augment faculty salaries. "The situation has now reached a fair degree of chaos. . . ."

SEE ALSO NOS. 632-643, 4116, 4206, 4303, 4309, 7365.

4. SALARY
(Nos. 6041-6072)

6041. BAUMOL, WILLIAM J., and HEIM, PETER
"The Economic Status of the Profession, 1961-62: Report on the Self-Grading Compensation Survey," AAUP Bull., 48:120-35, June 1962. Authors: (1) Chairman, Committee Z on the Economic Status of the Profession; (2) associate editor AAUP Bulletin.
". . .the survey shows that a number of serious problems must still be dealt with before the profession can rest content with the state of its remuneration levels. . . ."
"In the aggregate, Southern institutions pay far less than do those in the rest of the country. Teachers colleges and church-related institutions have improved markedly from the very low position they occupied last year, but they still have a long way to go in a number of significant respects. Perhaps most serious has been the relative deterioration in the position of the public universities, which, having already been in a less satisfactory state than private independent universities, have this year fallen even further behind."

6042. BOKELMAN, W. ROBERT
"College and University Faculty Salaries, 1961-62," Current Issues in Higher Education, 1962 (No. [illegible]), 250. Author: Chief of Business Administration Section, U. S. Office of Education.
A very brief presentation of salary data gathered in the U. S. Office of Education's 1961-62 Higher Education Planning and Management Data survey. Compares average salaries according to types of institutions, size, and denominational affiliation; and presents figures for major institutions and professional colleges.

6043. BOKELMAN, W. ROBERT, and D'AMICO, LOUIS A.
Changes in Administrative and Faculty Salaries from 1960-61 to 1962-63. No. 8 (September 1963) in *College and University Finance Series.* U. S. Office of Education. Washington: U. S. Government Printing Office, 1963. *Authors:* (1) Chief, Business Administration Section; (2) Specialist for Business Administration.

This report shows changes in the salaries paid to administrative and faculty personnel between 1960-61 and 1962-63 in selected colleges and universities by geographical regions.

6044. BOKELMAN, W. ROBERT, and D'AMICO, LOUIS A.
"Changes in Faculty Salaries and Basic Student Charges in Negro Colleges: 1960-61 and 1961-62." *Journal of Negro Education,* 31:507-510, Fall 1962. *Authors:* See No. 6043.

The purpose of this report is to show the rate of increase in average salary, and compare rates of public Negro colleges with private Negro colleges.

6045. BOKELMAN, W. ROBERT, and D'AMICO, LOUIS A.
Higher Education Salaries, 1961-62. U. S. Office of Education, Circular 693. Washington: U. S. Government Printing Office, 1962. *Authors:* See No. 6043.

This circular contains a rather detailed statistical analysis of salaries paid college teachers and administrative personnel during the 1961-62 school year.

6046. BOKELMAN, W. ROBERT, and D'AMICO, LOUIS A.
Higher Education Salaries, 1962-63. U. S. Office of Education, Circular 712. Washington: U. S. Government Printing Office, 1964. *Authors:* See No. 6043.

This circular contains a rather detailed statistical analysis of salaries paid college teachers and administrators during the 1962-63 school year.

6047. BOKELMAN, W. ROBERT, and D'AMICO, LOUIS A.
"Mean, Maximum, and Minimum Salaries of Professors in Undergraduate Four-Year Colleges and Universities: 1961-62." *AAUP Bull.,* 49:63-7, March 1963. *Authors:* See No. 6043.

This report compares the mean contractual salaries of full professors with those of other faculty ranks. Data are presented by institutional type (university, liberal arts, teachers college) and control (public, private), for both 9-10 month and 11-12 month contracts. Additional tables give the maximum and minimum salaries paid full professors.

6048. BOKELMAN, W. ROBERT, and D'AMICO, LOUIS A.
Preliminary Report on 9- to 10-Month Faculty Salaries in Universities, Liberal Arts Colleges, Teachers Colleges, and Junior Colleges: 1963-64. No. 9 (November 1963) in *College and University Finance Series.* U. S. Office of Education. Washington: U. S. Government Printing Office, 1963. *Authors:* See No. 6043.

The title denotes the contents of the report.

6049. BOKELMAN, W. ROBERT, and D'AMICO, LOUIS A.
Salaries and Fees in Land-Grant Colleges and State Universities, 1961-62. No. 1 (March 1962) in *College and University Finance Series.* U. S. Office of Education. Washington: U. S. Government Printing Office, 1962. *Authors:* See No. 6043.

A statistical analysis of salaries of professors and number of positions in land-grant colleges and state universities in 1961-62, listed by geographical region.

6050. BOKELMAN, W. ROBERT; D'AMICO, LOUIS A.; and HOLBROOK, ANNA JANE.
A Half-Century of Salaries at Land-Grant Institutions. No. 3 (October 1962) in *College and University Finance Series.* U. S. Office of Education. Washington: U. S. Government Printing Office, 1962. *Authors:* (1) Chief, Business Administration Section; (2) Specialist for Business Administration; (3) Research Assistant.

This publication reports faculty salaries in the predominantly white land-grant institutions for the 50-year period from 1912-13 to 1961-62. These salaries were adjusted to take inflation and taxes into consideration.

6051. BOKELMAN, W. ROBERT; D'AMICO, LOUIS A.; and HOLBROOK, ANNA JANE
"Faculty Salaries and Basic Student Charges at Private Institutions of Higher Education." *Educ. Record,* 44:254-7, July 1963. *Authors:* See No. 6050.

This article compares faculty salaries and basic student charges among the privately controlled colleges and between institutions under private and public control.

Data were secured from an annual U. S. Office survey and are presented for 4-year and 2-year institutions by seven groupings: Independent, Baptist, Catholic, Lutheran, Methodist, Presbyterian, and all other.

6052. BOKELMAN, W. ROBERT; D'AMICO, LOUIS A.; and HOLBROOK, ANNA JANE
Student Charges and Faculty Salaries in Junior Colleges, 1961-62. No. 2 (July 1962) in *College and University Finance Series.* U. S. Office of Education. Washington: U. S. Government Printing Office, 1962. *Authors:* See No. 6050.

Salaries paid deans and faculty members in junior colleges in 1961-62 are listed according to size of institution, type control of the institution, and by geographical regions.

6053. BOKELMAN, W. ROBERT; HOLBROOK, ANNA JANE; and AUBREY, ESTELLE B.
Salaries and Student Charges in Land-Grant Colleges and State Universities, 1963-64. No. 13 (April 1964) in *College and University Finance Series.* U. S. Office of Education. Washington: U. S. Government Printing Office, 1964. *Authors:* (1) Chief, Business Administration Section; (2) Research Assistant; (3) Research Aide.

A tabulation of salaries of professors and of number of positions in land-grant colleges and state universities in 1963-64, listed by geographical region.

6054. BOKELMAN, W. ROBERT; HOLBROOK, ANNA JANE; and WELLMAN, LUCILLE
Salaries and Fees in Land-Grant Colleges and State Universities, 1962-63. No. 5 (April 1963) in *College and University Finance Series.* U. S. Office of Education. Washington: U. S. Government Printing Office, 1963. *Authors:* (1) Chief, Business Administration Section; (2) Research Assistant; (3) Research Aide.

A statistical analysis of salaries of professors and of number of positions in land-grant colleges and state universities in 1962-63, listed by geographical region.

6055. "Can the Colleges Get Competent Teachers?" *NEA Research Bull.,* 40:35-40, May 1962.

Reports salary increases and ranges for faculty and administrators in colleges, universities and junior colleges for 1961-62.

6056. "College Faculty Salaries, 1961-1962." *Sat. Review,* 45:55, August 18, 1962.

A summary of faculty salaries abstracted from a National Education Association Research Report (1962-R2), based upon salaries of faculty members in about 900 institutions.

6057. "College Salaries Look Better." *NEA Research Bull.,* 42:35-42, May 1964.

Reports on college faculty salaries for 1933-64, by rank, size of institution, and control. Takes a special look at women's salaries.

6058. D'AMICO, LOUIS A., and MORRISON, D. GRANT
"Salaries: 1963-1964." Jun. Coll. Jour., 35:17-22, November 1964. Authors: Specialists for U. S. Office of Education.
"Nothing is more important to the success of a college than its ability to attract and retain qualified administrative personnel and staff." Authors present salary data taken from U. S. Office of Education's 1963-4 Higher Education Planning and Management Data Survey.

6059. DUNHAM, RALPH E., and WRIGHT, PATRICIA S.
Preliminary Report on Teaching Faculty in Higher Education, 1962-63: Primary Teaching Areas and Contract Salaries. U. S. Office of Education Circular 733. Washington: U. S. Government Printing Office, 1964. Authors: Research Specialists, Higher Education Surveys Section, Division of Educational Statistics, U.S.O.E.
This is a preliminary report on the number and percent of teaching faculty in primary teaching areas classified by type, control, and faculty size of employing institution. It includes contract salaries, contract period, geographical region, rank, type, and control of employing institution.

6060. DUNHAM, RALPH E., and WRIGHT, PATRICIA S.
"Teaching Faculty in Higher Education, 1962-63: Salary Profiles." Current Issues in Higher Education, 1964 (No. 5687), 251-252. Authors: See No. 6059.
Data gathered in a survey of a ten percent sample of faculty over the nation, not including junior colleges. Very broad statements compare median academic year salaries according to teaching areas, geographical regions, and academic rank. Also compares salaries of faculty on calendar year basis. Complete data is available in a Preliminary Report for Teaching Faculty in Higher Education, 1962-63: Primary Teaching Areas and Contract Salaries. See No. 5687.

6061. "Engineering, Science Teachers Paid Best." Chem. Eng. News, 42:44-5, March 23, 1964.
Salaries of college teachers of engineering and the physical sciences considerably exceed the national median for all college teachers.

6062. "Faculty Salaries in 1961-62." Higher Educ., 18:16-7, April 1962.
Average faculty salaries by types of institution, ranks and administrative positions are reported. A slight increase in salaries is noted.

6063. "Getting In First: A.T.T.I. on Salaries." Times Educ. Supp., 2579:710, October 23, 1964.
On request for pay raises by the Association of Teachers in Technical Institutions, and comparison of their present salaries with the motor vehicle industry.

6064. GIFFIN, KIM, and BLUBAUGH, JON A.
"A Survey of Salary Conditions in Speech Departments In American Colleges, Universities, and Junior Colleges." Speech Teacher, 13:119-27, March 1964. Authors: (1) Executive Director of the Communication Research Center and Head of the Speech Communication Division, Department of Speech and Drama; (2) Pre-Doctoral Research Fellow in the Bureau of Child Research, both of the University of Kansas.
Salary conditions reported by: (1) type of institution, (2) region, (3) rank, (4) departmental division, and (5) specific positions. Results of a questionnaire sent to 570 "Speech Department Chairmen."

6065. MAUL, RAY C.
"Are Junior College Salaries Competitive?" Jun. Coll. Jour., [illegible], March 1964. Author: Assistant Director, Research Division, National Education Association, Washington, D. C.
"The median salary in 1963-64 for nine months' teaching in a public junior college is [illegible]." But, as the author points out, there are wide variations among the eight geographic regions. Article is based upon the NEA biennial junior college salary report.

6066. MAUL, RAY C.
"Salaries and Salary Practices by Fields, by Professional Ranks, and by Types of Institutions in Junior Colleges, Colleges, and Universities." Current Issues in Higher Education, 1964 (No. 5687), 252-253. Author: See No. 6065.
These figures are derived from the sixth biennial report of the NEA Research Division and reflect salaries for the academic year 1963-64. Median salaries are reported according to rank, type of institution, geographic region, and sex. In addition, the range of salaries is presented according to academic rank as well as the range and median salaries of presidents and deans.

6067. MAUL, RAY C.
Salaries Paid and Salary Practices in Universities, Colleges and Junior Colleges, 1963-64. Washington: National Education Association, February 1964. 60 p. (NEA Research Report, Higher Education Series, 1964-R3). Author: Assistant Director, Research Studies in Higher Education, Research Division of the National Education Association.
Through this investigation, sixth in the biennial series, the Research Division analyzes the salary structure in higher education in 1963-4.
Principal data are presented for 11 groups of institutions: public universities in three enrollment groups; nonpublic universities in two enrollment groups; state colleges; nonpublic colleges in three enrollment groups; public junior colleges; and nonpublic junior colleges. Results are presented in 33 detailed tables in which many variables are considered.
An abstract of this report is "University and College Salaries: 1963-64." Educational Record, 45:97-102, Winter 1964.

6068. [illegible], ROBERT F.
"California Salaries are Up." Jun. Coll. Jour., 34:9-11, October 1963. Author: Counselor, Yuba College, California.
This follow-up, after 5 years, of a study of median salaries paid in California public junior colleges reveals great strides toward the achievement of professional salary levels. This should help to steer the best young people into this teaching area.

6069. OFFICE OF EDUCATION, U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE.
Higher Education Salaries, 1961-62. Washington: U. S. Government Printing Office, 1962.
Reports 9-10 month faculty salaries and 11-12 month salaries for 24 administrative positions as received from 1,886 colleges and universities.

6070. "The Economic Status of the Profession, 1962-63: Report on the Self-Grading Compensation Survey." AAUP Bull., 49:141-87, June 1963.
This report, while showing a significant rise in the level of compensation over the previous year, points out a marked drop in the over-all rate of progress toward the goal of doubling salaries during the decade in addition to the continuing problems of low compensation levels in public universities, teachers colleges, church-related institutions, and institutions in the South.
Appendix I gives detailed information by institution, including the average and minimum compensation scales, average compensation for full-time faculty, and full-time faculty compensation per student-equivalent.

6071. "The Professor's Pay." Newsweek, 63:70, March 9, 1964.

"Academicians are finally beginning to qualify for membership in the affluent society." Comments on a National Education Association research report on faculty salaries.

6072. "U.G.C.'s Proposals." Times Educ. Supp., [illegible], September 20, 1963.

The University Grants Committee presses for higher salaries for university teachers: "the levels of university salaries were not fair and reasonable." Discusses need for competitive bidding and flexibility in salary scheduling. Compares faculty benefits with Civil Service.

SEE ALSO NOS. [illegible]

G. FOREIGN BIRTH

SEE NOS. [illegible]

H. INBREEDING

(Nos. 6073-6074)

6073. LAWRENCE, E. W.

"Of Time and the Teachers Colleges—In Texas." Peabody Jour. Educ., [illegible], July 1964. Author: Director of Educational Research, East Texas State College.

This is the report on a study to determine the extent of faculty inbreeding and rank of faculty of Texas State Teachers Colleges. Comparison of status is made between reports of 1938 and 1963.

6074. KELLY, JAMES A.

"Changes in the Faculties of Roman Catholic Colleges." Rev. Cath. Educ. Resear., [illegible], May 1963. Author: Long Island University, Brooklyn College of Pharmacy, New York.

Discusses faculty retention, inbreeding, foreign degrees, student-faculty ratios, and faculty distribution in subject areas, 1948-58.

SEE ALSO NOS. [illegible]

I. IN-SERVICE TRAINING

(Nos. 6075-6090)

6075. [illegible]

"What's New in Teacher Education." Audiovisual Instr., 7:626-627, November 1962. Author: Professor of Education, University of Minnesota.

Means of upgrading teacher competencies (in-service training) and improving pre-service training are discussed. Special attention is given the use of the language laboratory in the education of the teacher trainee.

6076. DIBDEN, ARTHUR J.

"The Adjunct Professor of Higher Education." Improv. Coll. & Univ. Teach., 10:11-14, Winter 1962. Author: Chairman of Philosophy and Religion, Knox College, Illinois.

Suggests that colleges and universities appoint "Adjunct Professors of Higher Education" [illegible] subject matter with the field of higher education to do "significant research" and teaching about the academic world. The educational program for the Adjunct Professor of Higher Education would include study, joint research, writing, holding seminars for new faculty members, teaching, and counseling. "The appointment perhaps should be terminable through rotation after two to five years, so that another faculty member could educate himself and his associates."

6077. [illegible]

"A Program for Instruction Improvement." Improv. Coll. & Univ. Teach., [illegible], Spring 1963. Author: Professor of Education, Florida Agricultural and Mechanical University.

Summarizes a doctoral dissertation in which the author sought "to identify those processes and conditions which are conducive to producing effective instruction and a high quality of learning." Reference to Florida A & M University for the implications beyond that campus. Makes several recommendations for further research.

6078. [illegible]

"Cooperation of the Small Colleges in the [illegible] Studies Program." Cath. Educ. Review, [illegible], October 1963. Author: Former President of St. Joseph College, Emmitsburg, Maryland. Doing advanced research at St. John's University, New York.

This is a report on a cooperative program which was valuable not only to students, but also to the faculty.

The arrangements made for faculty preparation to conduct the non-western studies programs were noteworthy. The faculty were given summer grants, conducted seminars of their own, and attended special institutes at universities.

6079. [illegible]

"Orientation and Faculty Development." Educ. Record, [illegible], July 1963. Author: Dean of the College, New College, Florida.

"The fundamental and overriding question with respect to the orientation of new faculty members is simply this: orientation to what?"

The author discusses orientation as a problem solving process. It should be intended to answer the questions of incoming faculty and cope with the problems experienced by new faculty.

The results of a survey sponsored by the Committee on College Teaching of the American Council on Education are reported.

6080. HOLLENBACH, JOHN W.

"The Administrator's Role in Faculty Development." Liberal Educ., [illegible], December 1963. Author: Vice-President, Hope College, Michigan, and chairman of the committee on liberal arts education of the North Central Association.

"An administrator's view of the administrator's responsibility as a teacher of teachers for the professional growth of young faculty members."

The author lists seven areas in which most new faculty members need to grow if they are to become competent and exciting teachers. Each of these areas is discussed from the point of view of both teacher and student. (The article is directed to deans and presidents.)

6081. HARRISON, E. C.

"An Orientation Program for Beginning Teachers." Educ. Record, [illegible], April 1962. Author: Dean of Southern University and A & M College, Louisiana.

In the fall of 1959 Southern University initiated an orientation program for beginning teachers. The program was administered by a committee of senior professors.

The orientation program was a result of recognition that new recruits were inexperienced, and a result of the formulation of teaching objectives and evaluation of the needs of the beginning college teacher.

[illegible]

[illegible]

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[illegible]

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[illegible]

[illegible]

[illegible]

J. LEAVE OF ABSENCE

(Nos. [illegible])

[illegible]

[illegible]

[illegible]

"A modest proposal for keeping the lamp of learning alight in small colleges where teaching duties must necessarily overshadow faculty scholarship."

Small colleges will be employing more and more instructors without the doctorate. Research and publication must be done "in addition to", not "along with" teaching responsibilities.

The college should offer eight to ten summer sabbaticals for every full year's leave. Under this plan faculty would give a summer's residence at a university every three or four years. The purpose is to get a fresh flow from research centers to teaching centers.

SEE ALSO NOS. [illegible]

K. PROFESSIONAL GROWTH

(Nos. 6094-6103)

6094. [illegible], GEORGE [illegible]
"A Diplomate Program for the Professor of Education." Jour. Teach. Educ., [illegible], September 1962. Author: Professor of Education, University of California, Santa Barbara.
Discusses a number of issues involved in the establishment of a professional diploma for professors of education. "A diplomate program should help separate the competent from the incompetent."

6095. [illegible], C. H.
"Nebraska Recognizes Teachers of Teachers." Agric. Educ. Mag., [illegible], December 1962. Author: Assistant Supervisor, Lincoln, Nebraska.
In [illegible], we have '[illegible]'; in FF we have '[illegible]', both symbolic of an outstanding contribution.
It is hoped that the "[illegible]" will identify those with a particular accomplishment in the field of agricultural education.

6096. "Emphasis." Jun. Coll. Jour., 33:1-2, February 1963.
The California Junior College Association, founded some forty years ago, has recently approved changes "to provide for greater faculty participation in association affairs." Recent accomplishments of the Association are discussed.

6097. [illegible], WARREN [illegible]
"Faculty: The True Measure." Coll. & Univ. Jour., [illegible], Spring 1963. Author: Vice President for Financial Development, Whitman College, Washington.
A public relations article that emphasizes the teaching function and faculty development as measures of institutional advancement.

6098. MARCKWARDT, ALBERT H.
"The 1962 Cooperative English Program." Coll. English, 24:[illegible], April 1963. Author: Director of the English Language Institute, University of Michigan.
The author reports on the discussion and answering of five questions: (1) To what extent has the English teaching profession succeeded in developing a voice? (2) What has been accomplished in improving the conditions under which the English teacher works to achieve his aims? (3) What improvement has there been in the pre-service and in-service training of teachers? (4) What changes in the curriculum and in teaching materials are being developed at the present time? (5) What kinds of research are being undertaken from which we might expect more effective teaching procedures to develop?

6099. [illegible], ROBERT [illegible]
"Professionalism in the Colleges and Universities." Jour. Higher Educ., [illegible], December 1963. Author: Editor, Journal of Higher Education.
In this editorial [illegible] shows how intense professionalism in the college professor's discipline is [illegible] him to derogate departmental and institutional prerogatives commonly held in former days by college teachers. "To be free of departmental and institutional distractions so as to concentrate wholly on the professional interests which drew one into academic life in the first place seems to be the summum bonum." Then the editor suggests that "the coin of professionalism has another side which is in great need of our collective attention."

6100. "Resolutions Adopted at a Seminar of English Department Chairmen." Coll. English, [illegible], March 1963.
The resolutions reported in this [illegible] cover the general obligations of the profession, activities within the individual institution, activities involving other groups, organization of chairmen and the dissemination of information.

6101. [illegible], ARNOLD A.
"Study Programs for College Physics Teachers: An Estimate of Supply and Demand." Amer. Jour. Physics, [illegible], June 1963. Author: On leave from University of Kansas.
A survey is presented of study opportunities available for college physics teachers. Suggestions are offered as how to stimulate more participation in study programs.

6102. "Summer Study Opportunities for College Physics Teachers." Amer. Jour. Physics, [illegible], November 1963.
This is a report of the AAPT Committee on Institutes, Conferences, and Symposia. The committee made an intensive study of interest among college physics teachers and the opportunity for [illegible] for summer study.

6103. [illegible], EDWARD [illegible]
"Self-Appraisal Related to the Professional Development of Faculty Members in Schools of Business." Ed. D. Dissertation, North Texas State University, 1962. Abstract in Diss. Abstracts, [illegible].
A study to develop a useful approach to faculty professional development through self-appraisal.

SEE ALSO NOS. [illegible]

L. PROMOTION

(Nos. 6104-[illegible])

6104. [illegible], FRANCIS C., and [illegible], JOHN [illegible]
"Survey of Policies and Practices Relating to Improved Instruction." Improvement of Instruction in Higher Education (No. [illegible]), [illegible], 1962. Authors: (1) Lecturer, College of Communication Arts; (2) Assistant Dean, College of Education, both of Michigan State University.
Analysis of questionnaire study circulated to AACTE members under the headings recognition and reward (promotion in rank, salary increases), appraisal and evaluation techniques, utilization and stimulation of outstanding teachers, institutional objectives and standards for the instructional program, and the initiation programs for the improvement of instruction.

6105. [illegible], BLAINE E., and [illegible], JUDSON B.
"Academic Status Striving." Educ. Forum, 27:[illegible], November 1962. Authors: (1) Professor of Sociology and Chair-

ram, General Social Science Program; (2) Professor of Sociology and Director of the Bureau of Sociological Research, both of the University of Colorado.

"What of the man who so desires personal status that he is willing to abandon his professional ethics to obtain a promotion or other emolument?"

A series of questions were asked many sociologists about their perceptions of the academic counterpart of the infamous Sammy Glick.

Status striving is described and the factors involved in its development are discussed. Many respondents charged administrators with being afflicted with quantity/quality myopia.

SEE ALSO NOS. [illegible]

M. RACE

SEE ALSO NOS. [illegible]

N. RANK

(Nos. 4106-4114)

4106. BLOCKER, CLYDE E., and WOLF, WENDELL

"Academic Rank in Two-Year Colleges." Jun. Coll. Jour., 35:21-25, December 1964. Authors: (1) President of Harrisburg Area Community College, Pennsylvania; (2) Head of Department of Summer Sessions, Short Courses and Conferences, University of Omaha.

"There will be an increasing number of two-year colleges developing systems of faculty rank in the future." The authors draw this conclusion, among others, from an exhaustive study of the literature and a questionnaire sent to a sample of two-year colleges.

4107. D'AMICO, LOUIS A., and BOKELMAN, W. ROBERT

Changes in Number of Faculty Members in the Same [illegible] Institutions of Higher Education, by Rank and Length of Contract: 1960-61 and 1962-63. No. [illegible] (June 1965) in College and University Finance Series. U. S. Office of Education, Washington: U. S. Government Printing Office, 1965. Authors: (1) Chief, Business Administration Section; (2) Specialist for Business Administration.

The title of the report denotes the contents.

4108. EELLS, WALTER CROSBY

"Distribution of Instructional Ranks." Jour. Higher Educ., [illegible], January 1962. Author: Retired Professor of Education, Washington, D. C.

From two national studies, the author finds that average distribution of faculty ranks is as follows: professors, [illegible] per cent; associate professors, [illegible] per cent; assistant professors, [illegible] per cent; instructors, [illegible] per cent. Also reports distribution for institutions according to size, by type, and by control.

4109. [illegible], and CRAWFORD, W. H.

"Junior College Academic Rank and Titles." Jun. Coll. Jour., [illegible], October 1962. Authors: (1) Instructor, Olympic College, Washington; (2) Professor of Higher Education, Washington State University.

According to the authors, academic rank is here to stay in the junior colleges. The big question lies in how to arrange, organize and balance this distinction in the junior colleges all over the country. Many possibilities exist but all begin with faculty involvement.

4110. [illegible]

"Academic Rank: [illegible]?" Jun. Coll. Jour., [illegible], December 1964 - January 1965. Author: Assistant Professor, Department of Education, University of California, Los Angeles.

"Academic policies and procedures are associated with some desirable characteristics, but are also uniquely related to sufficient undesirable characteristics to cast suspicion on the advisability of such policies for the public junior college." Conclusions based upon a study of faculty members in seven [illegible] public junior colleges.

4111. [illegible]

"Relationship Between Personnel Policies and Faculty Life-Record Data in Public Junior Colleges." Calif. Jour. Educ. Research, [illegible], 1964.

Concerned with the relationships between rank, tenure and evaluation and life-record data. Finds personnel policies do result in the differential selection of faculty.

4112. [illegible], REV. [illegible]

"Faculty Rank and Faculty Status Among Librarians." Cath. Lib. World, [illegible]. Author: St. Francis College, Pennsylvania.

Discusses the academic nature of the librarian's work and the need for academic rank, as well as making active use of it in participating in the college's educational program.

4113. TILLERY, DALE

"Academic Rank: Promise or Peril?" Jun. Coll. Jour., [illegible], February 1963. Author: Center for the Study of Higher Education, Berkeley, California.

The author seems to equate faculty authority in educational decision making. He discusses the problems of institutional integrity, emerging junior college image, conflict in values, the authority claim, academic rank as a disjunctive force, and partnership in authority.

4114. [illegible], and [illegible]

Statistical Summary of Education, [illegible]. Chapter 1 of Biennial Survey of Education in the United States [illegible]. U. S. Office of Education, Washington: U. S. Government Printing Office, 1962. Authors: Educational Statisticians.

This publication contains statistical data on faculty in institutions of higher education, by type of positions and control of institutions for the year [illegible]. Data are also included on faculty salaries for the same year.

SEE ALSO NOS. [illegible]

O. RELIGION

(Nos. 4115-4122)

4115. CLARK, EDWARD T., and [illegible], REV. JOHN [illegible]

"Student Perceptions of Adjustment of Priest and Lay Professors." Cath. Educ. Review, [illegible], September 1962. Authors: Members of the Psychology Department at St. John's University, New York.

This study is concerned with student perceptions of the personal and social adjustment of priest and lay professors in a Catholic university.

Although it was found that students had a "sharper" image of the priest than of the hypothetical lay professor, no significant differences were discovered in the student perceptions.

[illegible]

F. RESEARCH RESPONSIBILITY

[illegible]

[illegible], January 1963.

This is a summary of comments from articles submitted in rebuttal to "Publishing and Professionalism in English Departments" by W. V. O'Connor in College English, [illegible], October 1961.

4131. [illegible]

"Interdisciplinary Research Seminars." Liberal Educ., [illegible], May 1963. Author: Associate Professor of Chemistry, Hamline University, Minnesota.

"How the faculty of a liberal arts college are trying to develop a climate favorable to research by talking to each other about their projects across the disciplinary fences."

4132. [illegible], ALEXANDER [illegible]

"Publish . . . What? Publish . . . How?" [illegible], February 1963. Author: Professor of Psychology, School of Education, Boston College, Massachusetts.

". . . there is no inherent relationship between the business of teaching and the printed word . . . ." This article is a plea for the recognition of the realities of certain situations but more particularly to give us an understanding of the basic fact that the demand for publication has a greater rationale than salary increases. That fact is professional survival, no matter what attitude the administration takes.

4133. [illegible], CHARLES

"In Defense of the Publishing Teacher." Jun. Coll. Jour., [illegible], March 1963. Author: Instructor, [illegible] College, New York.

". . . if we (junior colleges) are to have strong faculties, if our staffs are to be more than the dumping ground for those who can't find employment elsewhere, we must find ways to encourage research and subsequent publication." The author suggests ways for the junior colleges to deliberately encourage their teachers to pursue their disciplines outside the classroom.

4134. SHILS, EDWARD

"Observations on the American University." Univ. Quart., [illegible], March 1963. Author: Professor in the Committee on Social Thought, the University of Chicago; Fellow of King's College, Cambridge, England.

General remarks about the secondary of research over teaching in the American academic system, based on Sanford's The American College. Also a comparison of the American and British universities.

4135. [illegible], BENJAMIN

"A Teacher's Reaction to the Idea of a University." Improve. Coll. & Univ. Teach., 11:[illegible], Summer 1963. Author: Associate Professor, State University College at Buffalo, New York.

Gives the author's views concerning the book by Karl Jaspers, a German, entitled The Idea of a University. "The ideal of the university must transmit knowledge, not, as is traditional in this country, merely the cultural tradition. Discovery and research are one, an indivisible whole. This unity is knowledge. The transmission of knowledge cannot be skimmed off; the curriculum cannot be separated out; the inseparable parts are learning and research by students."

4136. SUPER, DONALD E.

"Scholarship in a Graduate Professional School." Teach. Coll. Record, 65:391-95, February 1964. Author: Professor, Teachers College, Columbia University.

"An attempt to recognize some of the problems inherent in making the distinction between research and instruction has led to the use here of the term 'productive scholarship.'" The author attacks the myth of intellectual leisure in graduate professional schools. He identifies both the range of opportunities and intensity of conflicts confronting the scholar in such a setting.

4137. VOEKS, VIRGINIA W.

"Publications and Teaching Effectiveness." Jour. Higher Educ., [illegible], April 1963. Author: Professor of Psychology, San Diego State College, California.

Reported here is a research study which sought to establish the relationship, if any, between research and publishing on the one hand and effective teaching on the other. Conclusion: "The data show that publishing and effective teaching do not go hand in hand. Neither do they ordinarily conflict. They simply are not related to each other in any apparent way. . . . Competency in research and publishing signify nothing, one way or the other, about competency in teaching. At least with respect to clarity of presentation and awakening of student interest in the subject-matter, effective teaching and extensive publishing are independent variables."

4138. [illegible]

"Teaching and Institutional Service vs. Research and Professional Writing." Jour. Higher Educ., [illegible], January 1964. Author: President, State University of South Dakota.

"It is possible to establish a proper balance between teaching and research. To do so, it may be necessary for some members of the faculty to devote their entire time to teaching and for others to be [illegible] research. It is desirable, obviously, for most faculty members to be engaged in both areas."

4139. WOODRING, PAUL

"Must College Teachers Publish or Perish?" Sat. Review, [illegible], June 20, 1964. Author: Education Editor, Saturday Review. Also in Educ. Digest, [illegible], September 1964.

While college presidents, in their public statements, give lip service to the importance of good teaching, most higher institutions continue to promote or retain faculty members largely on the basis of publication." The author discusses the pro and con of publication.

SEE ALSO NOS. [illegible]

Q. RETIREMENT

(Nos. 4140-4147)

4140. "Academic Retirement and Insurance Programs: 1958 Statement of Principles." AAUP Bull., [illegible], March 1963.

Recommended practices for retirement and insurance programs as proposed by a joint committee representing the Association of American Colleges and AAUP and approved by both organizations at their annual meetings in 1958.

4141. GILBERT, CARL THOMAS

"Providing for the Financial Needs of College Faculty Arising from Retirement, Death, Disability, and Serious Illness." Ed. D. dissertation, University of Denver, Colorado, 1964. Abstract in Diss. Abstracts, 25:[illegible].

A survey of opinions of liberal arts deans and data from college financial officers.

4142. GREENOUGH, WILLIAM C.

"CREF - In Change and Continuity." Liberal Educ., [illegible], October 1962. Author: President of Teachers Insurance and Annuity Association and College Retirement Equities Fund.

This is a review of the history and development of the College Retirement Equities Fund. It answers professors' questions about the status and growth of their money in the Fund.

4143. [illegible], [illegible], and [illegible], WILLIAM J.

"On the Fringe: The State of Retirement Contributions and Other [illegible] Faculty Benefits." AAUP Bull., [illegible], December 1962. Authors: (1) Associate Secretary and economist in AAUP Washington office; (2) Chairman of Committee Z on the Economic Status of the Profession and Professor of Economics, Princeton University, New Jersey.

"The self-grading compensation survey for 1961-62 conducted by the American Association of University Professors has supplied a wealth of information on fringe benefits in American higher education. This article undertakes a summary and analysis of these data." As the title indicates, the major part of the article deals with retirement benefits. Special attention is given to methods of dealing with the erosion of retirement benefits due to inflation.

4144. [illegible], [illegible] B.; [illegible], [illegible] F.; [illegible], [illegible] E.; and [illegible], [illegible]

"Using the Talents of Retired Faculty Members." Jour. Higher Educ., 33:[illegible], December 1962. Authors: (1) University of California, San Francisco; (2) Harvard University; (3) Michigan State College; and (4) Northampton, Massachusetts.

In this "academic round table" [illegible] writes about special faculty programs for retired faculty members; [illegible] discusses the recently organized [illegible] Retiree Association; [illegible] describes the Emeritierung in the universities of West Germany; and Taylor considers retired professors for extension courses.

4145. "Lost Leaders." Time, 80:[illegible], July 13, 1962.

"Each year U. S. universities invoke the iron rule of retirement to [illegible] [illegible] professors. In this proper process, some rare and special men are always [illegible] . . . scholars . . . professors who really [illegible]." A short vignette on prominent men and women in higher education retired in 1962.

4146. HALE, [illegible] C.

"Retirement Practices in Colleges and Universities." Jour. Higher Educ., 33:79-82, February 1962. Author: Assistant Director of the Research Division, National Education Association.

Reports a recent study conducted by the Research Division of the National Education Association. Notes that arbitrary retirement at age 65 was "reported by the largest number of colleges and universities" but that the "largest group of teachers. . .is employed by the. . .institutions that designate age seventy as the time to retire. Prominent in this group are the large schools. . . ." Feels that obligatory retirement-age policies and practices should be reexamined and perhaps liberalized.

4147. TAYLOR, ROY

"I Retire?" Peabody Jour. Educ., 39:[illegible]-267, March 1962. Author: Department of Sociology, Shorter College, Georgia.

The author relates his story of "staying" at work despite compulsory retirement regulations. He was retired from the Georgia State College for Women, went to Mercer University until they adopted a retirement policy, then to Shorter College. "There is always the chance I won't recognize approaching senility. So the president assumes that responsibility."

SEE ALSO NOS. 1100-1273, 3123-3140, 3777, 3911, 4092, 4172, 4177, 4179, 4184, 4189, 4196, 4199, 4206, 4207, 4251, 4256, 4331.

R. SEX

SEE ALSO NOS. [illegible]

S. TENURE AND DISMISSAL

(Nos. 4148-[illegible])

4148. "Academic Freedom and Tenure: C. W. Post College of Long Island University." AAUP Bull., 48:[illegible], March 1962.

Dr. Edward F. [illegible], a [illegible]-born American, applied for and was granted German citizenship in 1939. He subsequently served in the German Army and served as a translator and interpreter during the latter part of the war. He was appointed to the faculty of the college for the academic year 1959-60, but was asked to resign in November [illegible] following a campaign of protest from the press and various groups [illegible] individuals concerning his wartime activities.

The basic issue concerned the propriety of an agreement between Dr. [illegible] and the administration that he would resign if it became necessary and of the president's later request for his resignation.

4149. "Academic Freedom and Tenure: 1940 Statement of Principles." AAUP Bull., 48:[illegible], March 1962. (Vol. 48:[illegible], June 1962, and Vol. 49:[illegible], September 1963 contain same statement with updated list of endorsements.)

The statement on tenure reads as follows: "After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies." The statement is translated into acceptable academic practices regarding the written statement of terms of appointment, the length of the probationary period, and the proper procedure for handling a dismissal for cause. A list of organizations endorsing the statement precedes the article.

4150. "Academic Freedom and Tenure: The George Washington University." AAUP Bull., 48:[illegible], September 1962.

The case of Dr. Richard [illegible]. [illegible]. In the spring of 1959, Dr. [illegible] was appointed to a position for a two-year term beginning with the fall semester of the academic year 1959-60. He was dismissed following his appearance in July before the House Committee on Un-American Activities, at which time he refused, on the grounds of the Fifth Amendment, to answer questions about possible affiliation with the Communist Party.

The issues discussed by the investigating committee are: the claim of the university administration that its action in the case was not a dismissal but a refusal to employ; the procedures followed in the dismissal of Dr. [illegible]; the appropriateness of the decision not to reaffirm Dr. [illegible]'s appointment; and the appropriateness of the financial settlement made at the time of Dr. [illegible]'s dismissal.

4151. "Academic Freedom and Tenure: Alcorn Agricultural and Mechanical College." AAUP Bull., 48:[illegible], September 1962.

Mrs. Corinne T. Carpenter, after serving this institution with full-time faculty status for seven of nineteen years she was employed, was notified on May 10, 1960 in an unsigned mimeographed memorandum from the president of the College that her contract would not be renewed for the academic year 1960-61. She had received no previous notice of this impending action. The key issues investigated by the committee concerned Mrs. Carpenter's right to tenure and to academic due process.

4152. "Academic Freedom and Tenure: Northwestern University." AAUP Bull., 48:332-43, December 1962.

Because of the inability to reconcile differences between Professor [illegible] and several administrative officers and faculty members connected with a project under his direction, he was relieved of his responsibilities as project director. His status as professor of engineering was not affected.

The committee investigated charges of infringement of academic freedom and violations of tenure principles.

4153. "Academic Freedom and Tenure: Late Notice Cases, 1961 and 1962." AAUP Bull., 49:[illegible], December 1963.

"The present report is concerned with inadequate notice given by the administration of eight institutions in 1961 and 1962. . . None of the eight brief summaries is concerned with the reasons for nonreappointment (if reasons were given), since in the Association's view the fact that reasons may exist does not justify the lateness of notice."

4154. "Academic Freedom and Tenure: The Arkansas State Teachers College." AAUP Bull., 49:[illegible], March 1963.

This investigation centered around the basic question of what constitutes sufficient [illegible] charges [illegible] made to a faculty member [illegible] -- other than an unqualified statement of resignation -- are sufficient grounds for the administration to consider the position vacant and appoint a successor. The committee also examined the procedures followed by the administration to determine whether they indicated support for the 1940 Statement of Principles on Academic Freedom and Tenure and whether, apart from this statement, they secured for faculty member "a substantial measure of justice".

4155. "Academic Freedom and Tenure: Grove City College." AAUP Bull., 49:[illegible], March 1963.

This case concerned the procedures followed by the administration in dismissing a faculty member who, according to AAUP standards, had tenure at the time of his dismissal, although the college itself had no tenure policy, written or oral.

4156. "Academic Freedom and Tenure: The University of Illinois Part I Report of the Ad Hoc Committee." AAUP Bull., 49:[illegible], March 1963.

Three specific procedural issues are presented in relation to the dismissal of Mr. Leo F. Koch. The first concerned the release to the public of a letter from the president to a dean announcing the termination of the professor's appointment before charges had been filed or heard. The second was the failure to state the charges with sufficient definiteness to enable the professor to make his defense. The third issue was the failure of the Board of Trustees to give sufficient weight to the findings and recommendations of the committee from the Faculty Senate.

4157. "Academic Freedom and Tenure: Mercy College." AAUP Bull., 49:[illegible], September 1963.

Dr. Austin Jones Shelton, Jr. was dismissed from the college in October, 1960, more than two years prior to the date on which his contract was to expire. The major issue in the investigation which followed was whether or not he had been accorded academic due process.

4158. "Academic Freedom and Tenure: University of Arkansas." AAUP Bull., 49:[illegible], December 1963.

"Faculty members of the University of Arkansas were considered as having forfeited their contracts because of their refusal to comply with a statute of the State, the constitutionality of which was then under attack in the courts and which was in fact later declared invalid by the United States Supreme Court. After the Court's decision, the University declined to offer reinstatement to any of the dismissed faculty members."

The issues: whether the University had a duty to "(a) take the initiative in remedying the effects of Act 10 enforcement, (b) reinstate faculty members dismissed because of Act 10, and (c) make good the financial losses which faculty members experienced as a result of Act 10 dismissals."

4159. "Academic Freedom and Tenure: The College of the Ozarks." AAUP Bull., 49:[illegible], December 1963.

Professor [illegible] Hamilton was accused of sending anonymous typewritten [illegible] letters critical of the president of the college to members of the Board of Trustees and other persons throughout the state connected with the college. He was asked to resign and immediately suspended from his teaching duties. The central issues investigated by the committee were those raised by "(1) the summary suspension of Professor Hamilton from his teaching duties; (2) the failure to provide a hearing before the action was taken to dismiss; and (3) the denial of academic due process in connection with the hearing of Professor Hamilton's appeal."

4160. "Academic Freedom and Tenure: Arkansas Agricultural, Mechanical, and Normal College." AAUP Bull., 49:[illegible], March 1963.

Professor John R. [illegible], who had served fourteen years as a full-time member of the faculty of the college, was notified early in 1961 that the Board of Trustees had voted not to renew his contract and to replace him as soon as practical. The grounds for dismissal were his apparent mismanagement of a special scholarship fund. The investigating committee reports its conclusions regarding Professor [illegible] tenure status and the adequacy of the hearings with regard to the safeguards of academic due process.

4161. "Academic Freedom and Tenure: The University of South Florida." AAUP Bull., 50:[illegible], March 1964.

In February, 1962, Professor D. F. Fleming accepted an appointment offered to him by the Dean of the College of Liberal Arts and Sciences. In July he was notified by the president that because of the conditions surrounding his [illegible] from the Vanderbilt faculty [illegible] had not been sent to the Board of Control, nor would the Board be making the appointment.

The questions examined in the report are these: Was Professor Fleming appointed to the University of South Florida faculty? Were proper procedures used in reaching a decision not to confirm his appointment? Were adequate reasons advanced for the cancellation of his appointment? What were and are the conditions of academic freedom and tenure at the University of South Florida?

4162. [illegible], [illegible]

"Should Tenure Go?" Sat. Review, 45:[illegible], October 6, 1962. Author: Assistant to the Editor of Atlantic Monthly.

Discusses the question of tenure and the "publish or perish" dictum as they have arisen in the case of [illegible] and Tufts University.

4163. DRESSEL, PAUL L.

"A Review of the Tenure Policies of Thirty-one Major Universities." Educ. Record, 44:[illegible], July 1963. Author: Director of the Office of Institutional Research, Michigan State University.

"The variety in reported practices and the problems associated with them suggest that an ideal tenure and promotion program has not yet been found in any university."

This article reports the responses from 31 major universities on faculty at various ranks, tenure and probationary appointment, faculty not under tenure rules, and administrators and other noninstructional personnel on tenure.

4164. HENDRIX, VERNON LEE

"A Critical Analysis of the Relationships Between Administrative Policies and Procedures and Certain Faculty Characteristics." Ph. D. dissertation, The University of Texas, 1962. Abstract in Diss. Abstracts, 23:[illegible], 1963.

Evaluates faculty personnel policies and faculty personality characteristics in twenty-nine Texas junior colleges. Especially concerned with effects of presence and absence of tenure, evaluation, rank.

6165. JOUGHIN, LOUIS
"Criteria and Procedures in Decisions Regarding Reappointment of Probationary Faculty Members." Current Issues in Higher Education, 1963 (No. [illegible]), 213-216. Author: Associate Secretary, American Association of University Professors.

The answers to these five questions clarify the AAUP policy on reappointment of faculty: (1) What are the good and bad points of really explicit criteria? (2) Who should establish and who should apply the criteria? (3) What procedures should attend an unfavorable decision in order that both the teacher and the institution may receive adequate protection? (4) What appellate procedures should be available to the teacher who receives an unfavorable decision? (5) What are the implications of a favorable decision?

6166. MACHLUP, FRITZ
"In Defense of Academic Tenure." AAUP Bull., 50:112-24, June 1964. Author: Professor of Economics and International Finance, Princeton University, New Jersey, and past president of AAUP.

"For the benefit of those who have forgotten them, I shall first recall just what the 'strict' tenure rules provide. Then I shall present the reasons why I admit their having the harmful effects to which their opponents point. Only in the end shall I attempt to show why we need them in spite of all."

6167. "The E.M.U. Controversy." Mich. Educ. Jour., 41:18-20, September 1963.

This article reviews the problems surrounding the dismissal of the president of Eastern Michigan University. Responsibility for difficulties is laid to not only the university administration, but the Michigan Legislature and Board of Education. Problems were said to derive from failure of the Legislature to provide adequate financial support, and failure of the board to approve the faculty salary schedule.

6168. THE NCTE COMMITTEE ON SELECTION, RETENTION AND ADVANCEMENT OF THE COLLEGE TEACHER OF ENGLISH
"Professional Career of the College English Teacher." Coll. English, 25:[illegible], March 1964.

This report sets forth present practices and some desirable principles in the professional career of the college teacher of English in the United States. The principles are related to his function, his retention, and his advancement. Teaching load, professional certification, qualifications and retention and tenure practices are examined.

6169. "The Standards for Notice of Nonreappointment." AAUP Bull., 49:373, December 1963.

The statement was approved by Committee A on Academic Freedom and Tenure and by the Council of AAUP in October, 1963. It was to have been presented to the membership for endorsement in April, 1964.

6170. "Statement on Procedural Standards in Faculty Dismissal Proceedings." AAUP Bull., 50:69-71, March 1964.

This statement, approved in 1958 by both the Association of American Colleges and the AAUP, "supplements the 1940 Statement of Principles on Academic Freedom and Tenure by providing a formulation of the 'academic due process' that should be observed in dismissal proceedings. The exact procedural standards here set forth, however, 'are not intended to establish a norm. . .but are presented rather as a guide' . . . ."

6171. "[illegible] of What?" Time, 83:48+, April 24, 1964.

Discusses the controversy and the issues involved in the case of Tufts University not renewing the contract of Woodrow Wilson Sayres. Comments on a promising experiment at Harvard.

SEE ALSO NOS. 1201-1250, 3141-3145, 3777, 3813, 3843, 4069, 4094, 4095, 4105, 4151, 4172, 4177, 4188, 4198, 4199, 4213, 4214, 4428, 4730, 4959, 5994, 6111, 6138.

IV
TEACHING CONDITIONS
(Nos. 6172-6251)

A. GENERAL
(Nos. 6172-6189)

6172. BRICKMAN, WILLIAM W.
"Conservation of Professional Time." Sch. & Soc., 91:79, February 23, 1963. Author: Editor, School and Society.
"Both professors and administrators will have to develop the knack of wasting a minimum of time so that they can do more reading, researching, and writing."

6173. GLEAZER, EDMUND J., JR.
"Staff Approach: Problems of New Faculty Members." Jun. Coll. Jour., 33:8, May 1963. Author: Executive Director, American Association of Junior Colleges.
What do new faculty members in junior colleges perceive to be their major problems? What administrative practices appear to be most helpful in meeting these problems? These and other questions were put to new faculty members in a study by Hugo E. Siehr. See No. 6185.

6174. GOODE, DELMER M.
"It Can be Done." Improv. Coll. & Univ. Teach., 11:100, Autumn 1963. Author: Editor, Improving College and University Teaching, and Professor of Higher Education, Oregon State University.
"Conditions never before known beset us. Problems almost beyond our capacities demand our attention. Possibilities, glorious and dire, beckon to us. Living in the greatest epoch of history to date, are we equal to it? Scholars, heirs of our civilization, trustees of its future, are we fit? When we confront a task unprecedented but necessary, will we recite the reasons for not doing it, or will we devise ways, perhaps unprecedented ways for doing it?" (Editorial.)

6175. GOODMAN, PAUL.
The Community of Scholars. New York: Random House, 1962. 175 pp. Author: Psychologist and currently a visiting lecturer, has taught at University of Chicago, New York University, Black Mountain College, and Sarah Lawrence.
The author calls this book "a little treatise in anarchist theory." He examines the traditional organization of teaching and learning, finds it wanting, and proposes the secession of groups of professors and students from several institutions and their banding together in a community of scholars--an "association for teaching-and-learning." He comments on the problems of grading, testing, departmentation, and scheduling and bureaucracy, which constitute "an administrative mentality in the faculty that divides teacher from teacher and teacher from student."

6176. HAINES, PETER G.
"Teacher Education: Foundation of D. E.'s Future." Amer. Voc. Jour., 38:20-2, December 1963. Author: President, Council for Distributive Teacher Education and Chairman, Business and Distributive Teacher Education, Michigan State University.
The author reports primarily on the activities of teacher educators; their workload; level of work; and nature of work.

6177. HEALEY, F. G.
"Staff and Students." Times Educ. Supp., 2480:720, November 30, 1962. Author: Department of French, Magee University College, Londonderry, England.
Questions whether the ideal Oxbridge conditions ever existed and if so what was their educational, as opposed to social effect. Criticizes the idealized view "which has too often tended to replace reality in university thinking."

6178. HUTCHINSON, ANN E.
"Three Images." Jun. Coll. Jour., 34:12-15, September 1963. Author: Dean of Women, Junior College of Broward County, Florida.
The author reports on three images of junior colleges: high school seniors' image of California colleges and universities, college students' image of Florida junior colleges, and junior college faculty image of Florida junior colleges. Faculty members in Florida public junior colleges were asked to respond to questions about conditions under which they were working and about their attitudes toward the operation of these colleges.

6179. MARSHALL, MAX S.
"Teaching is Discouraging." Liberal Educ., 49:381-9, October 1963. Author: Chairman, Department of Microbiology, University of California Medical Center, San Francisco.
"A litany of sorrows and needless afflictions."
The author discusses ten reasons why teaching is so "damnably discouraging".
One group comprises some elements in teaching that are inherent parts of the process: lack of any acceptable criterion of attainment, discrepancy between accomplishment and effort expended, lack of time and energy, infrequency of natural compatabilities between teachers and students, and about as few students inspiring to teachers as the other way around.
The second group of factors are external and thus correctable: lack of understanding or meaningful encouragement given a teacher, overemphasis on "evaluation", greed for prestige and promotion, administrative attitudes and mandates, and educationists.

6180. MAYHEW, LEWIS B.
"Curricular Reform and Faculty Well-Being." Educ. Record, 44:53-61, January 1963. Author: Professor of Education, Stanford University, California.
"The close connection between salaries of professors and the proliferation of college courses has been observed and commented on by numerous individuals."
The author discusses solutions to the curriculum problem proposed by various authorities in the field. There is consideration of faculty teaching load, course load, student load, and such, as factors involved in improving faculty compensation.

6181. "No Dreaming Amid the Spires." Times Educ. Supp., 2524:447, October 4, 1963.
Representatives of the Association of University Teachers deny that university teachers were underworked. Recommends tables of comparison with outside jobs; argues for parity with the scientific civil service. Outlines a proposed salary structure.

6182. OLSON, LEROY A.
"Living-Learning Units." Jour. Higher Educ., 35:83-86, February 1964. Author: Assistant Professor, University College, Michigan State University.

An appraisal of the coeducational living-learning units at Michigan State University as seen by the faculty. "All in all, faculty members were enthusiastic about the coeducational living-learning units. When asked for their general reactions toward such a system, 80 per cent of the instructors made favorable or highly favorable comments. They applauded the introduction of classrooms into the living units, and they suggested that the present system might encourage student identification with the campus."

6183. SAMS, HENRY W.
"The Audiences of English." Coll. English, 25:321-324, February 1964. Author: Head of Department of English, Pennsylvania State University.

"This is a paradigm of the young Ph. D.'s frustration." It shows the motives, labors and failures of the young teacher; the problems of doing the daily work of a college teacher. The author develops a solution to the problem through the consideration of the audiences that a teacher must confront.

6184. SEIFERT, WILLIAM C.
"Fear of the Master Builders." Improv. Coll. & Univ. Teach., 10:68, Spring 1962. Author: Professor, West Virginia Wesleyan College.

Concerned with the rebuffs that young faculty members frequently receive when they advance their disturbing ideas to their older colleagues. Objects to the categorical view: "It has always been done this way. Don't try to change a thing!" "Who knows? Perhaps the [young] man has a good idea. What will be lost by hearing him and evaluating his suggestion on its merits?"

6185. SIEHR, HUGO EMIL
"Problems of New Faculty Members in Community Colleges." Ed. D. dissertation, Michigan State University, 1962. Abstract in Diss. Abstracts, 24:596.

Identifies nine major problems for first year faculty members, some of which persist for third year instructors. Asks thirteen questions which may be basic to alleviating persistent problems.

6186. TICKTON, SIDNEY G.
"What's Ahead for Public Junior Colleges?" Jun. Coll. Jour., 34:9-11, November 1963. Author: Program Associate, Fund for the Advancement of Education, New York.

The problems of higher education are going to multiply—even faster than the students. Public junior colleges will be called upon to handle a much higher percentage of students than heretofore. Better utilization of resources is likely to occur because of necessity. The junior colleges of tomorrow will bear faint resemblance to the institutions we know today. As soon as movers and shapers of education begin to recognize this, they will start to plan it that way.

6187. TYLER, I. KEITH
"The Impact of Instructional Television on Teaching Roles and Functions." AV Commun. Review, 10:51-57, January, February, 1962. Author: Professor of Education and Director of Communications Workshops and Seminars, The Ohio State University.

"The paper deals with the division of labor and responsibility between. . .[the classroom teacher and the television teacher] in their common educational endeavor." An edited version of a paper presented at the International Seminar on Instructional Television at Purdue University in October, 1961.

6188. WARING, HAMILTON
"Techniques of Mediocrity." Improv. Coll. & Univ. Teach., 11:143-146, Summer 1963. Author: Unidentified.

"While much has been said of late about 'the pursuit of excellence,' somewhat less has been said of the penchant for mediocrity that abounds in higher education. Excellence requires teaching of high quality but it requires also favorable conditions, good faculty relationships, and administrative vision and courage. Listed here are merely some of the disguises under which mediocrity masquerades."

6189. WERMUTH, PAUL C.
"What Ivory Tower?" Liberal Educ., 49:513-9, December 1963. Author: Assistant professor of English, Central Connecticut State College.

"The college teaching profession is the most primitive and chaotic that could be imagined."

This is a discussion of the life of the professor and his contact with harsh reality in life-not isolation from it-in the conditions under which he must work.

SEE ALSO NOS. 1297-1440, 3146-3155, 3769, 3776, 3777, 3814, 3879, 3917, 3955, 4092, 4097, 4102, 4104, 4106, 4149, 4150, 4164, 4167, 4193, 4194, 4197, 4201, 4256, 4279, 4359, 4407, 4418, 4450, 4491, 4617, 4877, 5526, 5616, 5681, 5744, 5756, 5896, 5952, 6019, 6098, 6116, 6278, 6333, 6390.

B. CLASS SIZE

(Nos. 6190-6192)

6190. BOSLEY, HOWARD E.
"Class Sizes and Faculty-Student Ratios in American Colleges." Educ. Record, 43:148-53, April 1962. Author: Supervisor of Teachers Colleges, Maryland State Department of Education.

The author finds that investigations concerning the advantages and disadvantages of larger class sizes have not had an influence on faculty-student ratios. Total student load constitutes a more significant factor than either faculty-student ratios or average class sizes.

6191. RICHARDS, DON K.
"An Analysis of Class Size, Teaching Load, and Instructional Salary Costs in Utah State-Supported Collegiate Institutions of Higher Education." Ed. D. dissertation, Utah State University, 1963. Abstract in Diss. Abstracts, 24:2763.

An analysis of the scope of curricular offerings, class sizes, teaching loads, and instructional salary costs in Utah for the regular academic years, 1959-60 and 1960-61.

6192. STEMPEL, GUIDO H.
"The Relationship of Cost of Instruction and Attitudes Toward Instruction." Jour. Educ. Research, 57:207-209, December 1963. Author: Associate Professor of Journalism, Central Michigan University.

The author reports that small class size does not necessarily guarantee that a college student will think he is getting better instruction. He could find no indication that student attitudes are more favorable toward high-cost courses than toward low-cost subjects. This study dealt specifically with the attitudes of students at Central Michigan University toward instruction in four subjects that they are required to take for graduation.

SEE ALSO NOS. 1441-1449, 3156-3169, 4136, 4138, 4143, 4164, 4333, 4669, 4698, 4705, 4712, 4713, 4716, 4723, 4732, 4765, 4833, 4917, 5298, 5413, 5460, 5471, 6364.

C. EVALUATION OF LEARNING

(Nos. 6193-6222)

6193. AIKEN, LEWIS R., JR.
"Interdepartmental Variability and Student Expectations of College Grades." Educ. & Psych. Measurement, 24:823-829, Winter 1964. Author: The University of North Carolina at Greensboro.

The author investigates the ranking of departments according to grades given, differences in upper division and lower division grading, number of students in the department, and whether or not the course is required.

6194. AIKEN, LEWIS R., JR.
"The Grading Behavior of a College Faculty." Educ. & Psych. Measurement, 23:319-322, Summer 1963. Author: See No. 6193.

"It is the purpose of this paper to show that, whatever teachers may say, they usually grade with reference to the existing ability level of their students, i.e., intuitively or statistically, they 'curve' their grades." The author takes issue with shifts in grading standards which make college more difficult in each succeeding year for students having the same ability.

6195. ANDERHALTER, O. F.
"Developing Uniform Departmental Grading Standards in a University." Jour. Exp. Educ., 31:210-11, December 1962. Author: Saint Louis University, Missouri.

A report on a procedure for analysis of data which quantifies the apparent inequities in grading standards generally used, and which does so in a manner understandable to the average teacher.

6196. ARCHER, N. SIDNEY, and PIPPERT, RALPH
"Don't Change the Answer!" Clear. House, 37:39-41, September, 1962. Authors: School of Education, University of Massachusetts.

The authors present an expose of the perennial myth that the first choices are always the correct ones on objective, true-false and multiple-choice examinations. "All evidence seems to suggest that the probability of improving a score by changing responses is at least 2 to 1 in favor of changing."

6197. ASCHNER, MARY JANE McCUE
"Productive Thinking in the Classroom." Creativity and College Teaching (No. 6330), 76-92, 1962. Author: Center for Cognitive Studies, Harvard University.

"Aschner's report of work in progress is an illustration of the empirical studies which ultimately must be made to test hypotheses relative to the development of creative thinking. As most class sessions consist almost exclusively of verbal transactions, the task becomes one of constructing a system for classifying verbal behavior and determining the kinds of teacher-student interactions which will increase the probability of productive thinking."

6198. BAKE, LOWELL W.
"Adjusting Quiz Grades to a Common Scale." Jour. Chem. Educ., 40:90-92, February 1963. Author: University of Wisconsin.

The author reports how he dealt with the problem of assigning a quiz and laboratory grade to each student so that variability between sections of a large, multi-section chemistry course was eliminated. A special formula is derived for the reader.

6199. BALABANIAN, NORMAN
"Removing Emphasis on Grades." Jour. Eng. Educ., 54:250-1, March 1964. Author: Professor of Electrical Engineering, Syracuse University, New York.

"It is possible to devise teaching arrangements which will minimize the emphasis on grades and permit students, with freedom and flexibility, to rely on their own initiative."

6200. BOYLE, THOMAS A.
"Short Answer Achievement Tests." Jour. Eng. Educ., 55:77-80, November 1964. Author: Duke University, North Carolina.

Cites several advantages of short answer achievement tests, indicates similarities between sampling inspection schemes and achievement tests, and illustrates the analysis of a test item, utilizing analysis of variance, and difficulty and discrimination indices.

6201. "College Grading Systems." (A Journal Symposium). Jour. Higher Educ., 35:89-103, February 1964.

A series of brief papers presented at the Conference on College Grading Systems held at Buck Hill Falls, Pennsylvania, May 17-19, 1963. C. Hess Haagen (Registrar, Wesleyan College, Connecticut) discusses "The Origins of a Grade." Charles W. Duhig (Registrar, Brandeis University, Massachusetts) considers "The Procurement, Posting, and Publishing of Grades." Lawrence W. Hanlon, M. D., (Director of Admissions, Cornell University Medical College, New York), deals with "College Grades and Admission to Medical Schools." Robert C. Birney (Professor of Psychology, Amherst College, Massachusetts) points out "The Effects of Grades on Students." Marjorie Downing (Dean, Sarah Lawrence College, New York) notes the "Variations in College Grading Systems." Finally, Howard M. Teaf, Jr., asks the question: "What Price Grades?" In the editorial immediately preceding this journal symposium Teaf says of the Conference on College Grading Systems, "Grades will not soon be abandoned--but their dominion is challenged."

6202. COMBS, ARTHUR W., and MITZEL, HAROLD E.
"Can We Measure Good Teaching Objectively?" NEA Jour., 53:34-36+, January 1964. Authors: (1) Professor of Education, University of Florida; (2) Professor of Psychology and Assistant Dean for Research, College of Education, Pennsylvania State University.

"Objective measurement is impossible," says Combs, "because the good teacher is the person who has learned to use his unique self effectively and efficiently to carry out his own and society's purposes in the education of others." The search for "common uniqueness" is doomed by definition.

Mitzel argues that "although there is dissatisfaction with the research to date on teacher effectiveness, we have good reason to believe that current and future research efforts will produce a satisfactory body of knowledge for guiding decisions about how to staff and conduct activities in our classrooms."

6203. GLASER, ROBERT
"Instructional Technology and the Measurement of Learning Outcomes: Some Questions." Amer. Psych., 18:8:519-521, August 1963. Author: University of Pittsburgh, Pennsylvania.

"The general point is this: Test development has been dominated by the particular requirements of predictive, correlational aptitude test 'theory.' Achievement and criterion measurement has attempted frequently to cast itself in this framework. However, many of us are beginning to recognize that the problems of assessing existing levels of competence and achievement and the conditions that produce them require some additional considerations."

6204. GOODMAN, PAUL
"In What Ways Does the Present Marking and Credit System Inhibit or Promote Learning?" Current Issues in Higher Education, 1964 (No. 5687), 123-125. Author: Fellow, Institute for Policy Studies.

"The retaining of grading in the colleges is an interesting case of bureaucratic inertia and subservience to the social climate." The author argues very convincingly for the abolition of grading, contending that it is in every respect a hindrance both to the development of the student and to a meaningful learning experience.

6205. HANCHETT, WILLIAM
"The Essay Examination." Jour. Higher Educ., 35:27-31, January 1964. Author: Associate Professor, Department of History, San Diego State College, California.

"It is not my purpose to argue here that objective tests cannot measure subject-matter literacy. Possibly they can. But it is certain that usually they do not. Usually they measure the student's memory. . . . Good essay examinations, on the other hand, not only make it possible to measure the student's subject matter literacy but stimulate his ability and desire to acquire it." Lists several rules for writing essay examinations, then says: "These rules for examination writing--neatness, correctness in grammar and spelling, deliberation and planning in writing answers, and directness and precision in their content--should be enforced as strictly as the rules of an athletic contest, and in the same manner: by penalizing those who break them."

6206. HEATH, HARRY
"Faculty Rating of Students at Accredited Schools." Jour. Quart., 39:223-226, Spring 1962. Author: Oklahoma State University.

"In an effort to learn more about the evaluation methods of journalism educators, all schools on the 1960 list of accredited schools and departments of journalism were asked if they used any rating system other than grade reports." A majority did not.

6207. HOOVER, FLOYD
"Some Effects of Mailing Grade Distributions to Faculties." Coll. & Univ., 39:195-9, Winter 1964. Author: Registrar, The University of Nebraska.

In an attempt to bring to light grading discrepancies, grade distributions by departments and by individual classes were mailed to department chairmen and their respective deans.

When this proved unsatisfactory in effecting changes in grading practice, the registrar began sending the grade distributions to each faculty member.

The results were a re-examination of course level of difficulty and some modification in grading skewness.

6208. KIRBY, BERNARD C.
"Three Error Sources in College Grading." Jour. Exp. Educ., 31:212-218, December 1962. Author: San Diego State College, California.

Report on an investigation of certain distortions of the college grading process. The study evaluates Hard vs. Easy instructors; the "cutting-point" error; and lucky or unlucky guessers.

6209. LACOGNATA, A. A.
"University Extension Faculty and Student Role Expectations: An Empirical Analysis." Jour. Exp. Educ., 33:107-120, Winter 1964. Author: State University of New York, Oswego.

A study to find out to what extent teaching faculty and credit-enrolled students in extension course programs agree and disagree with reference to expected academic behavior.

6210. MAHER, HOWARD
"Criterion Equivalents of Ultimate Classroom Outcome." Psych. Reports, 13:1:216, August 1963. Author: University of Akron, Ohio.

"At least twice a year university students, faculty and administration experience the impact of the final examination. For a week, often two, teaching, research, and administrative work grind to a halt. The writer, after literature search, finds no evidence that this frantic activity appreciably affects final classroom standing."

6211. MANNELLO, GEORGE
"College Teaching Without Grades." Jour. Higher Educ., 35:328-334, June 1964. Author: Associate Professor, Department of Elementary Education, Hofstra University, New York. (On leave.)

"This study demonstrated that the preoccupation of students with extrinsic rewards for study in the form of grades can be reduced by an individual teacher working without the reinforcement of institutional support. Evidence has been presented that as a result of the approach used in the course discussed here, less cheating took place than in other college courses; students felt less tension in connection with class tests, changed their conception of the function of a test as an educational tool, and maintained both the quantity and the quality of their academic performance; and finally, ample provision was made for individual needs and interests."

6212. ROSE, GALE W.
"Performance Evaluation and Growth in Teaching." Phi Delta Kappan, 45:48-53, October 1963. Author: Assistant Professor of Educational Administration, University of Chicago, Illinois.

The author discusses a few useful developments in the evaluation of teaching. Implications for those engaged in teacher preparation are overwhelming.

6213. ROSENSTEIN, R. D., and SMITH, S. R.
"Using Computing Machines to Grade Student Analysis Reports." Jour. Chem. Educ., 39:620-621, December 1962. Authors: University of Connecticut.

The authors describe how they prepared a grading program for an IBM 1620 for the grading of laboratory reports in a course of quantitative analysis.

6214. SHIDELER, EMERSON W.
"Grading as Part of Teaching." Jour. Med. Educ., 37:1303-10, December 1962. Author: Associate Professor of Philosophy, Iowa State University.

"An educational process without grades cannot exist unless we eliminate judgment, and to eliminate judgment pretends that no distinctions exist." Discusses the nature of knowledge and self and relationships to grading.

6215. SIMMONS, GAYLE
"The A B (and lack of) C's in Grading Student Teachers." Sch. & Commun., 51:27+, September 1964. Author: Associate Professor of Education, Northwest Missouri State College.

The author criticizes the lack of realistic evaluation of student teachers' performance by cooperating teachers as characterized by awarding mostly A grades, the balance B's, and very rarely a C grade. He discusses the difficulties created by this practice and makes eight suggestions for a reappraisal of the current practice.

6216. STANLEY, JULIAN C.
"Analysis-of-Variance Principles Applied to the Grading of Essay Tests." Jour. Exp. Educ., 30:279-283, March 1962. Author: University of Wisconsin.

An outline to show that even the administration and grading of essay tests can profitably involve Fisherian principles of design and analysis.

6217. STROUP, FRANCIS
"The Grade-Point Average is Obsolete." Jour. Higher Educ., 34:10-15, January, 1963. Author: Associate Professor of Physical Education and Athletics for Men, Northern Illinois University.

Reviews briefly the history of grading practices in the United States. Criticizes current systems of grading and of determining grade-point averages. "A five-point scale sacrifices too much accuracy for the gain in convenience." "The GPA based on a five-point scale is an instrument unworthy of institutions of higher learning and all they reputedly represent. In consigning the academic destiny of students to such an instrument, college personnel are failing to meet their professional responsibility."

6218. TEAF, HOWARD M., JR.

"Grades: Their Dominion is Challenged." *Jour. Higher Educ.*, 35:87-88, February 1964. *Author:* Professor of Economics, Haverford College, Pennsylvania.

"Colleges perennially reconsider their curricular offerings, their academic standards, their admission policies, and so on. One aspect of education that is perennially neglected, however, is the grading system and the whole concept of grading." Refers to the Conference on College Grading Systems held in May 1963 at Buck Hill Falls, Pennsylvania. See No. 6201.

6219. TYLER, RALPH W.

"Evaluation in Teaching for Creativity." *Creativity and College Teaching* (No. 6330), 92-106, 1962. *Author:* Center for Advanced Study in the Behavioral Sciences, Stanford University, California.

"Tyler directs attention to ways in which the teacher may evaluate his efforts to develop creativity in students. One approach, he suggests, is to define the behaviors associated with creativity and measure the extent to which these behaviors are being realized. It would also be desirable to evaluate the extent to which the conditions which foster creativity operate within the classroom and within the total college setting."

6220. WILKEY, HARRY L.

"Changes of Opinion by Students as a Result of a Course in Public Finance." *Soc. Stud.*, 53:249-53, December 1962. *Author:* Central Missouri State College.

"College students are quite capable of formulating their own opinions entirely independent of their teacher's judgments, for which no doubt we are all pleased."

The author reports his experiment and the detailed results of it in measuring the extent to which a social studies course changes student opinions.

6221. WILLEY, CLARENCE F.

"Madness and Method in Educational Testing." *Improv. Coll. & Univ. Teach.*, 10:135-138, Summer 1962. *Author:* Head, Department of Psychology, Norwich University, Vermont.

Drawing upon the psychological principles of reinforcement and feedback, the author shows the need for quick-or-instant scoring or self-correcting techniques in college teaching and testing. Discusses several methods of accomplishing this end.

6222. WILLIAMS, J. PAUL

"Cutting--Permissive or Controlled." *Sch. & Soc.*, 91: 306-307, October 19, 1963. *Author:* Professor of Religion, Mount Holyoke College, Massachusetts.

Discusses the effects on teaching and class evaluation of different class attendance policies. Considers the role and function of the teacher in perspective.

SEE ALSO NOS. 1450-1523, 3170-3199, 3769, 3776, 3781, 3782, 3783, 3784, 4197, 4259, 4370, 4375, 4407, 4542, 4609, 4685, 4709, 4715, 4719, 4732, 4736, 4819, 4822, 4878, 4984, 5074, 5089, 5092, 5110, 5133, 5138, 5165, 5189, 5190, 5233, 5260, 5279, 5294, 5300, 5306, 5313, 5335, 5342, 5346, 5348, 5350, 5377, 5380, 5399, 5400, 5438, 5462, 5490, 5498, 5499, 5507, 5508, 5510, 5511, 5118, 5522, 5537, 5566, 5590, 5612, 5637, 6377, 6526, 6820.

D. RATING AS TEACHER—BY NON-STUDENTS

(Nos. 6223-6228)

6223. ALLEN, HERMAN R.

"College Teaching." *NEA Jour.*, 51:23-25, May 1962. *Author:* Former education editor, Associated Press and *Newsweek.*

Mr. Allen, over a period of several years, visited many college and university campuses interviewing professors and students and observing teaching. "Yes there is lots of good teaching today, but there is lots of poor teaching also. Lots more bad than good, in fact, if you concede that teaching which is just middling is really bad teaching as well."

6224. FURNISS, W. TODD

"Department and Faculty Profiles: An Aid to Judgment." *Liberal Educ.*, 49:354-65, October 1963. *Author:* Associate Professor of English and Associate Dean of the College of Arts and Sciences, Ohio State University.

"A new tool developed by the college of arts and sciences in one of our major universities to assist in the evaluation of faculty performance." Department and faculty profiles have been developed for showing faculty performance and salary in relation to others in the same academic unit.

6225. HAYES, ROBERT B.

"A Way to Measure Teaching." *Jour. Educ. Research*, 57:47-50, September 1963. *Author:* Bureau of Research, Department of Public Instruction, Harrisburg, Pennsylvania.

The author has developed an instructor rating scale and administered it at The Pennsylvania State University. The scale items are based on teacher classroom behaviors which are generally considered to be desirable. Instructors were ranked in a consistent order in terms of degrees of goodness.

6226. O'NEILL, DANIEL J.

"You Have to Have Heart!" *Coll. & Univ.*, 37:135-144, Winter 1962. *Author:* Associate Professor of Education, Saint Louis University, Missouri.

This is an essay about college teaching. It gives some "rules of the thumb" respected by good college teachers who master them and take pride in exemplifying them.

"The good college teacher is confident enough of his own competence and proud enough of his own performance to sanction, nay openly invite, inspection and evaluation by his supervisors and by his peers."

6227. SAWYER, BROADUS E.

"Teacher Evaluation in the Liberal Arts College." *Jour. Teach. Educ.*, 13:268-272, September 1962. *Author:* Associate Professor of Business Administration, Morgan State College, Maryland.

Considers faculty and administrative role in evaluation in light of the purpose of the college, and two major problems which hamper the evaluation of teacher effectiveness.

6228. SIMPSON, RAY H.

"Mathematics Teachers and Self-Evaluation Procedures." *Math. Teacher*, 56:238-244, April 1963. *Author:* University of Illinois.

"He hasn't had twenty years' experience. He has had one year's experience twenty times." A listing of a number of self-evaluation tools together with a description of some aspects of their use by college and university mathematics teachers.

SEE ALSO NOS. 1924-1960, 3781, 3782, 3783, 3784, 4212, 4355, 4427, 4483, 4615, 4640, 4642, 4648, 5888, 6904.

E. RATING AS TEACHER – BY STUDENTS

(Nos. 6229-6239)

6229. BLANK, BLANCHE

"Student Opinion About Faculty Research." Sch. & Soc., 90:146-47, March 24, 1962. Author: Assistant Professor of Political Science, Hunter College, New York.

"Although some faculty members thought that there would be little student recognition of outside academic-related work, the actual results [of a survey] indicate the contrary."

6230. DRINKWATER, BARBARA LEE

"Relationship of Attitudes and Teaching Effectiveness of College Teachers." Ph. D. dissertation, Purdue University, Indiana, 1963. Abstract in Diss. Abstracts, 24:1490.

Compares the Direction of Perception method of attitude measurement with the Likert technique and attempts to determine the relationship between these attitudes and the effectiveness of college teachers as measured by scores on the Purdue Rating Scale for Instruction.

6231. GARVERICK, CHARLES M., and CARTER, HAROLD D.

"Instructor Ratings and Expected Grades." Calif. Jour. Educ. Research, 13:218-221, 1962. Authors: (1) Assistant Professor of Education, University of California, Davis; (2) Professor of Education, University of California, Berkeley.

Presents results of a cluster analysis of scores made on separate items of an instructor rating form completed by college students. Chief concern is influence of response on expected grades on other item scores.

6232. GOWIN, D. BOB, and PAYNE, DONALD E.

"Evaluating Instruction: Cross-Perceptions of College Students and Teachers." Sch. Review, 70:207-219, Summer 1962. Authors: (1) Assistant Professor of Education at Cornell University, New York; (2) Senior Psychologist at Public Service Research, Inc., and a lecturer in Psychology at City College of New York.

This report presents a comparison of college students' perceptions of their teachers and teachers' perceptions of their students.

6233. HAYES, ROBERT B.

"A Way to Measure Classroom Teaching Effectiveness." Jour. Teach. Educ., 14:168-176, June 1963. Author: Supervisor of Research, Bureau of Research, Department of Public Instruction, Harrisburg, Pennsylvania.

Reports on the development of an instrument to measure the attitude of college students toward the teaching effectiveness of their teachers. "Concerted cooperative effort should result in a satisfactory yardstick which will provide a way to evaluate effective teaching objectively."

6234. ISAACSON, ROBERT L.; MCKEACHIE, WILBERT J.; and MILHOLLAND, JOHN E.

"Correlation of Teacher Personality Variables and Student Ratings." Jour. Educ. Psych., 54:110-117, April 1963. Authors: University of Michigan.

A peer group nomination procedure, a descriptive adjective inventory, and the IPAT 16 PF Questionnaire were administered to two groups of teaching fellows at the University of Michigan. These personality scores were related to the teaching fellows' teaching effectiveness ratings made by their students and to the factor scores obtained from factor analyses of the separate items of the student rating instrument.

6235. ISAACSON, ROBERT L., et al.

"Dimensions of Student Evaluations of Teaching." Jour. Educ. Psych., 55:344-351, December 1964. Authors: University of Michigan.

"This paper deals with the problem of the identification of the dimensions of teacher behavior as perceived by their students." College students rated their teachers on a 46-item questionnaire. The results were factor analyzed separately by sex and semester.

6236. KRAUSS, MARTIN LUTHER

"A Comparison Between Student Evaluations of Full-Time and Part-Time Faculty in University College, University of Louisville." Ed. D. dissertation, Indiana University, 1962. Abstract in Diss. Abstracts, 24:589.

A study to determine the effectiveness of instruction provided by part-time teachers in the University of Louisville's University College. The Purdue Instructor Performance Indicator was used to obtain student evaluations. Students judged that both full-time and part-time faculty possessed the same strengths and weaknesses in their teaching.

6236a. LEWIS, EDWIN C.

"An Investigation of Student-Teacher Interaction as a Determiner of Effective Teaching." Jour. Educ. Research, 57:360-363, March 1964. Author: Associate Professor of Psychology and Counseling Psychologist in the Student Counseling Service, Iowa State University.

Students in three university departments were asked to select their most effective instructor within their department. Analysis was made of student background data as well as instructor ratings. No satisfactory conclusions were reached.

6237. LEWIS, R. W.

"A Garland of Ratings, or, Just Try to Know Thyself." Coll. English, 25:587-590, May 1964. Author: Instructor in English, University of Texas.

"Anonymous End-of-Term Ratings by students of their instructors comprise a worthwhile project that complements the traditional final examinations." Here is a "garland" of ratings; interesting responses on rating-forms and the author's comments about them.

6238. PHILLIPS, BEEMAN N.

"The 'Individual' and the 'Classroom Group' as Frames of Reference in Determining Teacher Effectiveness." Jour. Educ. Research, 58:124-131, November 1964. Author: Associate Professor of Education, University of Texas.

Because the characteristics of the student play a crucial role in his perception of a teacher's effectiveness, we must be discriminating in using and evaluating teacher-rating scales developed by pupils, says the author. His study was based on the premise that, from the standpoint of the student, teaching effectiveness should be measured by the extent to which what happens in class agrees with what the student wants to happen.

6239. REMMERS, H. H.

"Rating Methods in Research on Teaching." Gage, Ed., Handbook of Research on Teaching, 329-378. Author: Purdue University, Indiana. See No. 6297.

Explanation and evaluation of different rating techniques: rating scales, sociometric methods, the semantic differential Q-technique ratings, and the "self-anchoring" rating scale. Some of these techniques are appropriate for institutional evaluation of faculty. The Purdue Rating Scale for Instruction and Purdue Instructor Performance Indicator are reproduced here.

SEE ALSO NO. 1561-1660, 3200-3209, 4117, 4425, 4577, 4594, 4615, 4629, 4630, 4631, 4633, 4732, 4759, 4839, 4840, 5681, 5888, 6372, 6669, 6904.

F. STUDENT-FACULTY RATIO

SEE ALSO NOS. 1661-1662, 3210-3211, 4138, 4143, 4354, 4407, 4551, 4662, 5340, 6074.

G. SPECIAL RECOGNITION FOR SUPERIOR TEACHING

SEE ALSO NOS. 1663-1670, 3212-3216, 4476, 4477, 4478, 5898, 6242.

H. TEACHING ASSISTANTS

(No. 6240)

6240. BRICKMAN, WILLIAM W.
"Subsidized Student Aides to Faculty Members." Sch. & Soc., 90:155, April 7, 1962. Author: Editor: School and Society.

An editorial on a program for rendering teaching and research assistance to faculty of the Pennsylvania State University by means of carefully chosen students.

SEE ALSO NOS. 1671-1672, 4143, 4476, 4477, 4478, 4609, 4713, 4716, 4765, 6364, 6652, 6691.

I. TEACHING LOAD

(Nos. 6241-6251)

6241. CORSON, NANSI
"The Way to the Faculty's Heart." Jour. Coll. Placement, 24:39-47, December 1963. Author: Associate Manager, Student and Alumni Placement Center, University of California, Berkeley.

The author relates faculty views on the ever-increasing demands for their evaluations of students and for taking part in recruiter luncheons and other meetings. Professors at Berkeley were surveyed and their responses were ranked in evaluating the usefulness of contacts.

6242. EPSTEIN, MATTHEW H.
"The Forgotten Figure in Higher Education--A Critical Analysis." Peabody Jour. Educ., 41:258-265, March 1964. Author: Michigan State University.

"The forgotten figure on the campuses of America is a lowly person, the student." The author bases this statement on the fact, he claims, that his colleagues do not want to teach. This article, then, is an analysis of the work load of the college teacher and a proposed role for the teacher as separate from the proposed role of the researcher with possible interrelationship.

6243. GRANDE, BROTHER LUKE M.
"Moonlight over the Classroom." Cath. Educ. Review, 61:249-54, April 1963. Author: Chairman of the English Department, Christian Brothers College, Tennessee.

One of the causes of poor classroom teaching surely must be the prevalence among faculty of "moonlighting"--not holding a second job, but substituting false objectives for true ones in education. The solution is in the hands of administrators and their handling of teaching loads and salaries.

6244. HOWELL, CHARLES E.
"A Concept of the Measurement of Faculty Load." Jour. Exp. Educ., 31:121-128, December 1962. Author: Northern Illinois University.

Measurement of faculty load is done by (1) identifying aspects of the faculty teaching load, (2) weighting the various aspects for comparability between faculty members. "This report illustrates how such a method has been worked out and applied at Northern Illinois University."

6245. NOW, HERBERT ORVILLE
"The Effect of Various Factors on Faculty Work Load at Findlay and Adrian Colleges." Ph. D. dissertation, Ohio State University, 1963. Abstract in Diss. Abstracts, 24:4483.

Study of similarities and differences in teaching load in various areas and departments and to determine how these could be equated to a common element for making teaching assignments.

6246. PESSEN, EDWARD
"How Does the Professor Spend His Time?" Jun. Coll. Jour., 32:280-3, January 1962. Author: Professor and Chairman, Department of History and Social Sciences, Staten Island Community College, New York.

The author points out that the junior college instructor's work requires him to read; to research; to write; and, above all, to think. All are necessary if he is to be a good teacher. The question is when shall he find the time to do these if his teaching and other assignments continue to be as heavy as they are now. The average professor (in the author's department) spent more than 40 hours per week in (1) preparation for and teaching of classes, (2) counseling students, and (3) extracurricular assignments.

6247. RISINGER, BURTON R.
"Teaching Productivity: How to Get More Out of It." Coll. & Univ. Bull., 33:41-45, October 1962. Author: Dean, School of Business Administration, Louisiana Polytechnic Institute.

"It is a sad commentary on higher education when one has to admit that tremendous strides have been made in increasing production per man-hour in all business and industry but that there has been little or no increase in teacher productivity." The answer lies largely in the fact that there has been no incentive.

6248. SEXSON, JACK ELDON
"A Study to Determine Teacher Load Factors at Colorado State College (Research Study No. 1.)." Ed. D. dissertation, Colorado State College, 1961. Abstract in Diss. Abstracts, 22:4228, 1962.

A study of the total professional load of the instructional staff at Colorado State College. Evaluation was based on letters of inquiry, questionnaires and diaries. Recommendations are made for optimum faculty load and division chairman load.

6249. SHARPE, DONALD M.
"An Analysis of Teaching Load for College Supervisors of Secondary Student Teaching--Indiana State College." Teach. Coll. Jour., 35:42-45, 1963. Author: Director of Laboratory Experiences and Secondary Level and Professor of Education, Indiana State College.

Provides formulae for computing staff load and the rationale upon which they are based. Data is reported in detail.

6250. WATERS, WILLIAM R.
"Faculty Load in Colleges and Universities in the Chicago Area." Coll. & Univ., 39:325-30, Spring 1964. Author: Professor of Economics, College of Liberal Arts and Sciences, De Paul University, Illinois.

This is the result of a survey of AAUP members in 36 institutions. Hours taught, administrative duties, student contact, class size, and research projects were evaluated.

6251. YOUNG, WILLIAM L.
"Six Criteria Form a Composite Profile Chart of Faculty Load." Coll. & Univ. Bull., 36:59-60, April 1964. Author: retired, Office of Research and Studies, Capital University, Ohio.

Using six familiar criteria, a profile for each faculty member is drawn. The profile is useful in promotion equity in teaching loads.

SEE ALSO NOS. 1673-1692, 3218-3226, 3916, 4113, 4136, 4151, 4160, 4172, 4179, 4193, 4194, 4199, 4263, 4349, 4367, 4407, 4424, 4426, 4538, 4765, 5074, 5241, 5340, 5576, 5577, 5584, 5585, 6168, 6191.

V

TEACHING METHODS—GENERAL

(Nos. 6252-6620)

A. GENERAL

(Nos. 6252-6400)

6252. ADELSON, JOSEPH

"The Teacher as a Model." Sanford, Ed., The American College (No. 5683), 396-417. Author: Research Associate, Survey Research Center, University of Michigan.

An examination of the teacher-student relationship--especially the role of the teacher as a model and how he affects those students who come in contact with him. "Probably the most difficult type of failure for the student to accept is a moral one. By 'moral' I do not mean, primarily, the teacher's living up to conventional standards in pleasure-seeking; rather I mean such qualities as integrity, fairness, ethical sensitivity, courage. The student is not overly demoralized to discover that his model's ego qualities are not quite what he thought or hoped they were. . .but a moral failure is not so easily accepted, and if it is serious enough in nature, is likely to be a disheartening or even a shattering experience."

6253. ADEN, ROBERT C.

"Team Teaching at North Texas State University, 1900-61." Peabody Jour. Educ., 39:283-287, March 1962. Author: North Texas State University.

This is a report on an experiment in the training of social studies student teachers and the use of a team of teachers. It explains the way in which the team operated with reference to (1) the structure and design of a team, (2) criteria for selection of team participants, (3) probable effects on students, and (4) understanding of the dynamics of small groups.

6254. ALTBACH, PHILIP G.

"James B. Conant, Educator." Phi Delta Kappan, 45:11-2, October 1963. Author: Doctoral student in comparative education at University of Chicago, Illinois.

"James Bryant Conant probably wields more influence than any other figure on the U. S. education scene." The author details some of the ways in which Mr. Conant has influenced and is influencing public education.

6255. ANGUS, SYLVIA

"To Teach Delight." Jour. Higher Educ., 34:129-130, March 1963. Author: Agricultural and Technical Institute at Canton, State University of New York.

"Certainly [students] are preparing for a life-work and will have specific professional preparation. But they are preparing for far more than work. They are preparing to live, and that preparation. . .will ultimately be of greater significance to them. Material success is, after all, only a small part of a successful life." "It is the duty of the educator to make clear to his students the distinction between learning for a job and learning for life. Both are important. . . ."

6256. AXFORD, ROGER W.

"Visiting Professors Who Never Left Home." Adult Lead., 10:255, March 1962. Author: Assistant Professor of Education, University of Wisconsin, Milwaukee Campus, and Associate Director of Informal Instructional Services.

The author suggests the use of the telelecture as a means of strengthening faculties. "The best brains in the world can be tapped for current information, or experts can expound on their latest writings. . . ." All without the visiting professor leaving his office desk; and without regard to problems of distance.

6257. BALBANIAN, NORMAN

"A Learning Program in Engineering Education." Jour. Eng. Educ., 55:46-9, October 1964. Author: Professor of Electrical Engineering, Syracuse University, New York.

"We are concerned with the synthesis of a total educational experience, the development of an integrated program utilizing a broad range of materials in interrelated contexts."

6258. BARD, HARRY

"Teaching at the Junior College Level: Some Guideposts for the Improvement of Instruction." Jun. Coll. Jour., 32:437-40, April 1962. Author: President, Baltimore Junior College, Maryland.

"If teaching is to make an important difference in learning, it must be thoughtfully conceived, carefully planned, and effectively executed." The author has suggested 40 questions that may be helpful to the junior college instructor who wishes to analyze and improve his teaching.

6259. BARTH, JAMES LOUIS

"Active Learning: Development Not Abandonment." Improv. Coll. & Univ. Teach., 12:11, Winter 1964. Author: Assistant Professor of Education, Western Reserve University, Ohio.

Notes that in secondary school "active learning" on the part of students is encouraged. In college, however, techniques such as lecture depend primarily for their effectiveness upon the resources (eloquence) of the teacher. Pleads that faculty members not reject the notion of developing student skills (i. e., "active learning"). Rather than abandon "active learning," these student skills should be developed.

6260. BEHLING, ROBERT

"Burden of Learning: Student or Teacher?" Improv. Coll. & Univ. Teach., 12:12, Winter 1964. Author: Assistant Professor, Whitewater State College, Wisconsin.

"The burden of learning. . .is the methods and devices used by the teacher upon the student. Any shifting of this responsibility to the teacher or others is a shift in the burden of learning. The amount of burden placed upon the teacher depends upon how much shifting the student does." "The purpose of this paper has not been to present a solution to the problem; it is rather to awaken an awareness of this problem."

6261. BLACKMAN, EDWARD B., and WILLIAMS, MELVIN G.

"Does American Higher Education Need to Seek New Directions?" Jour. Higher Educ., 35:165-168, March 1964. Authors: (1) Michigan State University; (2) American International College, Massachusetts.

In this "academic round table" Blackman discusses "Academic Programs in the Hall Residence" at Michigan State University. Williams says colleges must deal with students as human souls rather than "in terms of statistics." "Our goal must be to promote the good of the individual, to help him benefit as a person." "Man-power will not be enough. Manhood must be our goal."

6262. BRADFORD, ARTHUR L.

"The Place of Humor in Teaching." Peabody Jour. Educ., 42:67-70, September 1964. Author: State University College at Buffalo, New York.

"Humor's place in teaching is a high place because teaching must have realism. Reality is often incongruous, situationally absurd." The author presents an argument for humor in teaching which makes the teaching and the learning better, more meaningful, and more civilized.

6263. BRANDIS, ROYALL

"The Rehabilitation of University Undergraduate Teaching." Educ. Record, 45:56-63, Winter 1964. Author: Professor of Economics, University of Illinois.

The author feels that undergraduate teaching is not as good as it could be and he presents a sketch of the decline of university teaching.

He rejects current solutions for the problem and the present method of measuring teaching performance, at the same time making a proposal for new performance criteria.

"What is required for the rehabilitation of undergraduate teaching is simple but not easy — concrete recognition of the importance of teaching through rank and pay treatment equal to that for equivalent research performance, ..."

6264. BRICKMAN, WILLIAM W.

"The Scholar-Educator in An Age of Automation." Sch. & Soc., 92:314-15, October 31, 1964. Author: Professor, Educational History and Comparative Education, Graduate School of Education, University of Pennsylvania.

"The scholar-educator might make a stand in behalf of emphasizing the virtues of labor in the acquisition of knowledge. . . . Individuality must be maintained at all costs."

6265. BRICKMAN, WILLIAM W.

"Thomas Woody — Educational Historian and International Educator." Educ. Forum, 28:267-75, March 1964. Author: Professor of Educational History and Comparative Education, the Graduate School of Education, University of Pennsylvania, and Editor of School and Society.

This is a biography of a leading expert in the field of Educational History and Comparative Education. It is an evaluation of his position in scholarship in the United States and the rest of the world, not dealing in generalities, but concentrating on specific things.

6266. BRIGGS, LESLIE J.

"Instructional Aids." Jour. Higher Educ., 34:350-352, June 1963. Author: Corresponding Editor, Journal of Higher Education.

Suggests a dozen "of the teacher's functions in the planning of procedures and some of the ways in which he may benefit from the use of programed learning."

6267. BROWN, JAMES W., and THORNTON, JAMES W., JR.

College Teaching: Perspectives and Guidelines. New York: McGraw-Hill Book Company, Inc., 1963. 260 pp. Authors: San Jose State College, California.

This book was planned specifically as a way of "helping new college instructors assume the varied responsibilities of their positions. . . . [It] is organized on the assumption that most readers will be persons of wide experience and competence in their subject fields but with relatively little previous acquaintance with the broad aspects of higher education or with the specifics of classroom instruction. It will thus be of particular value to individuals who are enrolled as graduate students, who have been employed part-time as teaching assistants, and who have enrolled concurrently in a graduate seminar on college teaching as mentioned in Berelson's study [Graduate Education in the United States]."

6268. BURT, JESSE

"The Art of the Genial Taskmaster." Peabody Jour. Educ., 42:84-88, September 1964. Author: University of Tennessee.

"Good teachers get work out of their students." The author explains how this statement acts as a postulate for him. He goes on to describe the particular skills of three of his own teachers in their roles as genial taskmasters: Charles W. Knudsen, Paul H. Buck, and Francis Keppel.

6269. BYRNES, FRANCIS C., and JAMRICH, JOHN X.

"Review of the Literature and Selected Bibliography." Improvement of Instruction in Higher Education (No. 6321), 1-17. Authors: (1) Lecturer, Department of Communications, Michigan State University; (2) Assistant Dean for Administrative Services, College of Education, Michigan State University.

Includes 88-item bibliography and review of literature on the improvement of college teaching.

6270. BYRNS, RICHARD H.

"Precept and Practice." Improv. Coll. & Univ. Teach., 11:27-28, Winter 1963. Author: Professor of English, Southern Oregon College.

Considers "the professor who should be a failure in teaching and the one who should be excellent but isn't." "Good teaching is challenging; that is, it is disturbing. Good teaching encourages critical thinking. . .Good teaching investigates new ideas and new concepts; therefore it may deal with matters that are not always conventional."

6271. CANAVAN, JOSEPH P.

"Compensations and Problems of Junior College Teaching." Jun. Coll. Jour., 32:509-16, May 1962. Author: Chairman, Department of English, Mt. San Antonio College, California.

In an imaginative and highly personal manner the author shows that the junior college teacher is a special kind of teacher. The junior college teacher invites his students to learn by his attitudes toward the magical power of knowledge, gives them the means to make their way into that vast never-never land of ideas and truth, and points them in the direction of the brightest stars. This kind of teacher may interest himself in research or may participate in various types of creative activities, but his real fulfillment comes from doing the thing that he can do best and likes to do best —teaching.

6272. COLLINS, EVANS R.

"Teaching and Learning in Medical Education." Jour. Med. Educ., 37:671-80, July 1962. Author: President, State University College of Education, Albany, New York.

Discusses two principles (motivation and organization), and five procedures (the lecture, the discussion, questioning, the exam, and the laboratory) as part of the teaching process.

6273. COMBS, ARTHUR W.

"The Personal Approach to Good Teaching." Educ. Leadership, 21:369-77+, March 1964. Author: Professor of Education, University of Florida.

"One of my own studies on good teaching demonstrated that both, good teachers and bad ones, knew equally well what a good teaching situation ought to be like."

The author states that knowing is certainly important to teaching but much more is involved. He suggests a shift in our thinking from a mechanistic to a personal view of teaching through the "Self as Instrument" concept. This concept is developed in great detail.

6274. COOK, THOMAS G.
"Tel-Lecture." Adult Lead., 12:11-12, May 1963. Author: Field Representative, University of Wisconsin Extension Division.

This article reports on a Tel-lecture at LaCrosse State College by Dr. Max W. Carbon of the University of Wisconsin. Techniques of presentation and evaluation of presentation are used to suggest several guidelines for planning future tellectures.

Six guidelines emphasize complete, detailed, advance planning to insure program success.

6275. COTTRELL, DONALD P.
"The Prime Function of the College." Jour. Higher Educ., 34:278-281, May 1963. Author: Dean, School of Education, Ohio State University.

After noting the corrosive action of over-emphasized research upon effective college teaching the writer reminds the reader, "The raison d'etre of the American College system . . .is precisely that its purpose is to develop intellectual, moral, and spiritual maturity in the coming generation." "The question to which we should now be addressing our most sober and intensive consideration is how to prevent the diversion of the college from its main purpose to maintenance of the mere mechanics of society."

6276. CRIST, LYLE M.
"Stimulation: Teacher's Goal." Improv. Coll. & Univ. Teach., 10:29-30, Winter 1962. Author: Professor of English, Mount Union College, Ohio.

"Isn't the real goal in formal education that of stimulation?. . .if we stimulate in our students the desire to pursue, the curiosity to seek, the awareness that, in fact, not all final answers are possible in college, that the best advice is to continue seeking along disciplined and well defined paths--doesn't this constitute just about the greatest usefulness of a teacher?"

6277. CROCKETT, CAMPBELL
"College Teaching Today and Tomorrow: What is Involved?" Current Issues in Higher Education, 1964 (No. 5687), 108-110. Author: Dean of the Graduate School and Professor of Philosophy, University of Cincinnati.

A plea for research that will identify the essential properties of college teaching. "We don't know, in the scientific sense, what is involved in college teaching. . . . There are those among us who say that teachers are born, not made. There are others who believe that college teachers can be trained. I find both assertions uninteresting unless there are some research designs that can test their validity."

6278. DAVIS, PAUL H.
"Changes are Coming in the Colleges." Jour. Higher Educ., 33:141-147, March 1962. Author: College Consultant to the Reader's Digest.

Forecasts forty changes predicted for American colleges and universities, several of which pertain to college teachers and college teaching. Illustrative are the following: "research in teaching methods will markedly increase"; "programed learning. . .will replace the present lecture method in over half of the classes"; "most lectures to small classes will be replaced by lectures to classes of 50 to 200 students"; "students will be taught to teach themselves"; "comprehensive examinations will be conducted by outside examiners"; "salaries of superior teachers will double and triple"; "the time of the teachers will be more effectively used"; "teachers will spend more time in teaching. . .than they do at present." After noting that college faculties have "enormous powers of resistance" to change, the author makes a final prediction: ". . .the greatest change in colleges [in this decade] will be a change in the attitude toward change."

6279. DEARING, BRUCE
"The Liberation of Liberal Education." Liberal Educ., 49:384-90, October 1963. Author: Professor of English and Dean of the School of Arts and Sciences, University of Delaware.

The author assesses some of our progress and prospects in teaching the liberal arts. He notes how some of the less relevant barriers between academic disciplines are beginning to fall away. He feels liberation yet remains to be achieved in our relectance to look at programed learning, and our lagging in making sound utilization of educational television and radio, scrambled books, teaching machines, revolutionary techniques for speed-reading, visual aids for graphic illustration, movies and tape recordings.

6280. DONOVAN, CHARLES F., S. J.
"The Teacher as Liberal Artist." Improv. Coll. & Univ. Teach., 10:127-128, Summer 1962. Author: Academic Vice President, Boston College, Massachusetts.

". . .whenever one person successfully engages the mind of another and causes learning to take place, there logic, dialectic, and rhetoric are involved. And since logic, dialectic, and rhetoric were important constituents of the original liberal arts, we may conclude that a bona fide teacher is a liberal artist. . . ."

6281. DYKSTRA, JOHN W.
"The Travel Trailer Serves the Educator." Peabody Jour. Educ., 42:55-58, July 1964. Author: Jersey City State College, New Jersey.

"The writer has concluded that along with typewriter, books and red pencils, a travel trailer ought to be among the possessions of every well equipped educator." The article describes how the trailer can be used for a change of milieu in teaching.

6282. EBY, KERMIT
"The Odds Are Against It." Educ. Forum, 28:45-51, November 1963. Author: until his death, before publication, Professor in the Division of Social Sciences, University of Chicago, Illinois.

This is a plea for great teaching. The author felt that there could be a revival of great teaching only if both the overt and covert acts of those who desire it reflect their desire. But he is not optimistic for he says: "ingrained patterns of the institution triumphed over the revolutionary innovations of the man," in reporting on the efforts of Robert Hutchins.

6283. EELLS, WALTER CROSBY
"Mark Hopkins and the Log." Coll. & Univ., 38:5-22, Fall, 1962. (also in Educ. Digest, 28:28-31, January 1963). Author: Distinguished educator and author, retired.

The author discusses the value of a true teacher as expressed in the statement attributed to James A. Garfield (20th President of the United States) that the ideal college is Mark Hopkins on one end of a log and a student on the other.

6284. ELIOT, THOMAS H.
"College Freshmen Deserve the Best." NEA Jour., 51: 28-31, February 1962. Author: Vice Chancellor, Dean of Faculties, Washington University, Missouri.

"In this college of liberal arts, as doubtless in many others, there has been a conscious effort to confront able, eager freshmen with able, experienced teachers and to encourage informal contacts between the two." The author points out companionship between faculty and students in zealous learning should and can begin as soon as the high school graduate enrolls in college.

6285. ELLIOTT, RICHARD W.
"Team Teaching: Effective In-Service Training." Amer.

Sch. Board Jour., 144:19, February 1962. Author: Training School, Westfield State College, Massachusetts.

"Coming in the near future is the establishment of team teaching as a method of training student teachers. This may lead to a widespread system of off-campus training."

6286. EPPERSON, DAVID C.

"Accommodating for Individual Differences." Improv. Coll. & Univ. Teach., 11:47-50, Winter 1963. Author: Assistant Professor, University of California, Santa Barbara.

"Need the individual be lost in the large classroom?" The writer thinks not. Here he describes an "illustrative social arrangement that has advantages for both students and instructional staff." Points out the "importance of flexibility and variety in accommodating for individual differences."

6287. EPPERSON, DAVID C.

"Involvement Without Threat." Improv. Coll. & Univ. Teach., 12:13-15, Winter 1964. Author: See No. 6286.

Do professors need to threaten students as much as they do? "On most large campuses threat is regarded a necessary condition for student involvement. This paper will describe an organizational arrangement which was arrived at in an effort to maximize involvement while at the same time significantly reducing threats with its attendant negative consequences."

6288. EURICH, ALVIN C.

"A Look at Higher Education: Teaching Methods of the Future." Vital Speeches, 30:28-32, October 15, 1963. Author: Vice President and Director, Fund for the Advancement of Education, Ford Foundation.

Describes teaching methods for the vastly increased number of college students in 2000 A.D. Emphasizes the use of television.

6289. FABIANO, GERALD J.

"The Unit Approach in College Teaching." Improv. Coll. & Univ. Teach., 10:87-90, Spring 1962. Author: Associate Professor, Oneonta State University Teachers College, New York.

"The unit approach in a course of the survey type is a plan of organization that can both provide effective coverage and equip students to [learn]." Illustrates points with a model introductory college course in "Western Civilizations." Discusses definitions, objectives, significance, suggested units, and source materials.

6290. FALK, SAWYER

"Great Teaching and the Fullness of Life." Coll. & Univ. Teach., 11:36-40, Winter 1963. Author: Chairman (now deceased), Department of Drama, Syracuse University, New York.

"Great teaching is an art, and the great teacher an artist. . . . Great teaching makes the student aware of the fullness of life and the essential worth and dignity of the human experience. . . . Great teaching, even in this nihilistic age, is an affirmation of some sort. . . . Great teaching makes the student aware that he can somehow, by the exercise of the intellect and imagination, actually encompass this fullness of life. . . . Great teaching makes the student aware that something we choose to call the human spirit seems persistent and ineradicable."

6291. FARRELL, EDMUND J.

"Toward the Definition of a Great Teacher." Phi Delta Kappan, 45:453-54, June 1964. Author: Supervisor of the Teaching of English, University of California, Berkeley.

"In short, if a teacher commands the respect of his students, if he envisions his central task as that of imparting knowledge to advance human freedom, if he is willing to sacrifice himself for the principles he teaches, then he is a great teacher, whether he teaches in a rural one-room elementary school, in an august university, or in a slum school in Harlem. He may go unheralded in literature, uncodified in textbooks, unobserved by outsiders, but by the strength of a democracy he shall be known."

6292. FINN, JAMES D.

"The Franks had the Right Idea." NEA Jour., 53:24-27, April 1964. Author: Project Director, Instructional Technology and Media Project, School of Education, University of Southern California.

This is the decade that has produced the expressions, new media, educational automation, instructional technology, and technological revolution in education. The next period promises to be even more spectacular with computers for educational data processing and sophisticated information storage and retrieval systems. "Instructional technology can be viewed as the best means of making teaching truly a profession."

6293. FLETCHER, ARNOLD

"Evaluate the Sources." Jun. Coll. Jour., 32:436, April 1962. Author: Los Angeles Valley College, California.

A technique found valuable for impressing the student with the virtue of objectivity is to require the student to prepare a brief paper in which he, on the basis of incontrovertible evidence, makes a positive statement. Other students then point out weaknesses in the sources that make the statement invalid. A variation of an old technique but an effective one.

6294. FODOR, JOHN THEODORE

"A Comparative Study of Two Approaches to Health Instruction at the College Level." Ed. D. dissertation, University of California, Los Angeles, 1963. Abstract in Diss. Abstracts, 24:608.

Compares variety-methods classes with lecture classes. Although gain in health knowledge was not found to be different, students in the variety-methods classes had a greater appreciation for and interest in their course.

6295. FORST, FLORENCE, and MATTHEWS, JACK

"Preparing Teachers by Exposure to Group Processes." Jour. Teach. Educ., 15:404-14, December 1964. Authors: (1) Assistant Professor, Department of Educational and Social Foundations, Long Beach State College, California; (2) Professor and Chairman of the Department of Speech and Theatre Arts, University of Pittsburgh, Pennsylvania.

"This is an account of an attempt to apply the principle that what is taught is more likely to affect action if it is learned in relation to action."

6296. FULLERTON, BILL J.

"Team Teaching Activities." The Outlook in Student Teaching, Forty-First Yearbook of The Association for Student Teaching, Cedar Falls, Iowa: The Association for Student Teaching, 80-93, 1962. Author: Chairman, Department of Secondary Education, University of Arizona.

"In order to determine what team teaching activities were being employed or planned in teacher education, a questionnaire was developed and sent to 130 institutions in 47 states plus the District of Columbia and Puerto Rico. . . . The results of the questionnaire and selected reports in professional literature serve as a basis for brief descriptions of types of team teaching combinations which various institutions have employed, are employing, or plan to employ in the future."

6297. GAGE, N. L., Editor

Handbook of Research on Teaching: A Project of the American Educational Research Association. Chicago: Rand McNally and Company, 1963. 1218 pp. Editor: Stanford University.

"In the half-century since research on teaching began, thousands of studies have been made. It is true that monographs, bibliographies, and reviews have been prepared from time to time to bring this research together. But no full-dress attempt has yet been made to do justice to past research on teaching. To summarize, to critically analyze, and to integrate this body of research are major substantive aims of the Handbook." In addition, it brings research on teaching into "more fruitful contact with the behavioral sciences." For articles pertinent to this bibliography, see: W. J. McKeachie (No. 6334), and H. H. Remmers (No. 6239).

6298. GARBERS, J. G.
"The Task of Didactics." Improv. Coll. & Univ. Teach., 12:183-184, Summer 1964. Author: Dean, Faculty of Education, University College of the North, Republic of South Africa.

"It is the task of didactics, as a branch of the science of pedagogics, to outline certain suggestions that will secure successful teaching and consequently the successful cultural maturation of the student": thus begins the article. The writer then proceeds to make a number of suggestions.

6299. GARRISON, ROGER H.
"Reality and Illusion." Jun. Coll. Jour., 34:15-19, February 1964. Author: Vice-President, Briarcliff College, New York.

"Perhaps the most useful continuing question we can silently ask ourselves in classes, in conferences, or in any of the activities of our work, is: What, actually is going on-and how does it differ from what I assume is going on?" According to the author, this distinction is necessary if teaching is to be done.

6300. GILPIN, JOHN
"Design and Evaluation of Instructional Systems." AV Commun. Review, 10:75-84, March-April, 1962. Author: Research Associate of Earlham College Self-Instruction Project, Earlham College.

". . .the main burden of this paper is this point: the focus of research at this stage of development of instructional science should be in criterion-specification and measurement, not in methods of presentation." Solutions are needed for three basic problems: (1) a methodology general enough to be applicable to a wide diversity of educational methods, (2) an "agreed-upon, common-denominator dependent variable" suitable for both practical application and theoretical manipulation and (3) baseline values for standard situations.

6301. GIVENS, PAUL R.
"Varieties of Learning Experiences In the College Classroom." Educ. Forum, 27:437-40, May 1963. Author: Associate Professor of Psychology, University of South Florida.

"The purpose of this paper is to discuss briefly the merits of providing a variety of learning experiences for the college student, and to offer suggestions for doing so."

A table is provided which offers some suggestions to instructors for experimentation in providing diversified learning experiences.

6302. GOODE, DELMER M.
"Balm in Gilead." Improv. Coll. & Univ. Teach., 11:64, Spring 1963. Author: Editor, Improving College and University Teaching, and Professor of Higher Education, Oregon State University.

"The highest teaching must somehow give meaning and hope. This is the supreme test. . .Teaching that somehow contributes to an abiding reassurance about the purpose and worth of individual life is teaching that truly 'affects eternity.'"

6303. GOODE, DELMER M.
"Look Into Thine Heart and Teach." Improv. Coll. & Univ. Teach., 12:67, Spring 1964. Author: See No. 6302.

"When teaching is excellent the teacher too may be remembered and revered. Sometimes, however, there can be an even higher level of excellence. The impact of the teacher can be transforming. A new enthusiasm for the subject of study linked with an awakened sense of meaning in life may 'change everything' for the student. The teacher then has 'written' a masterpiece, even though paradoxically in a later day of reckoning the record may read 'author unknown.'" (Editorial.)

6304. GOODE, DELMER M.
"Second Chance." Improv. Coll. & Univ. Teach., 12:3, Winter 1964. Author: See No. 6302.

Refers to James B. Conant's 1963 book, The Education of American Teachers, then says: "It is to be hoped that the increased responsibility Dr. Conant would place on colleges educating teachers may exert a strong influence in strengthening both the liberal arts and the professional phases. The arts colleges now have a second chance to take their proper place in teacher education." (Editorial.)

6305. GOODE, DELMER M.
"The Apple and the Lamp." Improv. Coll. & Univ. Teach., 10:108, Summer 1962. Author: See No. 6302.

"Is your classroom and mine something more than a place for swallowing facts like apples and in due course forgetting them? How strong a beam does the lamp of learning shed upon students and teachers? In its glow do intellect and spirit expand and grow like plants in the sun? Does it warm the hearts of students, kindle the inward fire that is the mark of the educated man?" (Editorial.)

6306. GOODE, DELMER M.
"The Dynamics of the Log." Improv. Coll. & Univ. Teach., 10:4, Winter 1962. Author: See No. 6302.

"Mark Hopkins at the high end of a log is a stereotype of excellence. Exaltation of the teacher is gratifying to all, including teacher, and in the case of the truly great teachers no exaltation can seem excessive." "We can see the trilog in the teaching of Socrates--students challenged, teacher himself exercised, the subject of discourse illuminated and at times enriched by some new meaning awakened by the discussion." (Editorial.)

6307. GOODE, DELMER M.
"The Power of Silence." Improv. Coll. & Univ. Teach., 10:160, Autumn 1962. Author: See No. 6302.

"There is 'a time to keep silence, and a time to speak.'" "A scholar absorbed in speculation, a blind Milton composing an epic, a deaf Beethoven creating a symphony, a parent watching a sleeping child--all know the life that is found in silence." "Are we as teachers adequately mindful of the power of silence?" (Editorial.)

6308. GOODE, DELMER M.
"Seed Time and Harvest." Improv. Coll. & Univ. Teach., 10:56, Spring 1962. Author: See No. 6302.

"Does the [parable of] the sower describe us as teachers?. . . What quantity of fruit are we getting, we who teach--thirtyfold, sixtyfold, hundredfold? Do we know? Have we reliable measures of our harvest? What quality? Do we nurture in students durable and useful outcomes, or is what we teach them here today and gone tomorrow?" (Editorial.)

6309. GOODE, DELMER M.
"Tools in the Service of Life." Improv. Coll. & Univ. Teach., 11:124, Summer 1963. Author: See No. 6302.

"The procedures we adopt in our teaching are similarly versions of the teacher talking—that is, communicating to and with students. Surely we should not scorn 'methodology.' The procedures we use are instruments of ourselves, devoted to the stimulation and guidance of our students. They are 'tools in the service of life.'" (Editorial.)

6310. GOODE, DELMER M.
"Tunnels to Freedom." Improv. Coll. & Univ. Teach., 12:131, Summer 1964. Author: See No. 6302.

"It is the role of the teacher to lead students in the exercise and development of their expanding powers. We are guides along the road to freedom." Notes that, "Our teaching adventure today may be thrilling. . . ." (Editorial.)

6311. GUSFIELD, JOSEPH, and RIESMAN, DAVID
"Faculty Culture and Academic Careers: Some Sources of Innovation in Higher Education." Sociology of Educ., 37: 281-305, Summer 1964. Authors: (1) Associate Professor of Sociology at the University of Illinois; (2) Henry Ford II Professor of the Social Sciences, Harvard University, Massachusetts.

Report on one experiment in two midwestern colleges (a part of state universities) to see whether average state university students could be stimulated by extraordinary measures. Considers the problem of faculty recruitment and classification according to career types and degree status. An experiment in General Education.

6312. GUSTAD, JOHN W.
"On Improving College Teaching." NEA Jour., 53:37-38, March 1964. Author: Provost and Dean of the College, New College, Florida.

"Legislators, trustees, donors, foundation officers, and others are asking increasingly embarrassing questions about the quality of collegiate instruction." Thoughtful and competent observers will concede that curricula and teaching methods of higher education are in urgent need of extensive improvement.

6313. HATCH, WINSLOW
"Contributions General Education Can Make to the Education of More Heterogeneous Groups." Current Issues in Higher Education, 1963 (No. 5686), 251-253. Author: Coordinator of Clearinghouse of Studies of Higher Education, Division of Higher Education, U. S. Office of Education.

Brief recommendations concerning content, teaching methodology, and overall conduct of programs of general education.

6314. HATTEN, T. W.
"Extended Day Teaching." Improv. Coll. & Univ. Teach., 12:42-43, Winter 1964. Author: Graduate Student, University of Southern California.

Adult education through extended day teaching is becoming more and more common. In such a class, "The role of the teacher can be characterized as leadership in the development of meaning and understanding of the subject of inquiry, the development of the student as a person, the development of civilized behaviour. The instructor must be able to recognize individual and class differences and adjust the instruction accordingly. No single method or technique will be effective at all times or in every situation. Variety is the spice of life."

6315. HAYWOOD, C. ROBERT
"Barnum-Bailey and the 'Other' Courses." Liberal Educ., 49:459-65, December 1963. Author: Dean and Professor of American History, Southwestern College, Kansas.

"The adoption of an honors program is comparable to the lion-trainer who puts his head into the lion's mouth. It's fine if you know what you're getting into."

The author discusses methods of teaching and criticizes them. He feels that is as much effort went into teaching regular courses as does go into honors courses the students would be amazed, flattered and stimulated. But if the "honors" method is best, then all students should be involved.

6316. HEALEY, F. G.
"Research Paper." Times Educ. Supp., 2545:xviii, February 28, 1964. Author: Professor of French, Magee University College.

Emphasizes the need for research on university teaching methods. Comments on major obstacles to such a study. Discusses the methods to be studied.

6317. HODGMAN, ROBERT S.
"College Teaching and Students' Values." Jour. Higher Educ., 35:400-401, October 1964. Author: Los Angeles State College, California.

"Somewhere in the course of his college studies, the student must learn the requisites of maturity; the virtues of patience, sincerity, and industry; the values of compassion, honesty, and pride without arrogance. . .Pride, compassion, honor, and sacrifice; a sense of the dignity of all of human life; and a deep and growing commitment to a vision of what man could well become had he the necessary wisdom and strength--these are values which college teachers need to hold and to honor and to teach by word and deed."

6318. HORTON, ROBERT E.
"It's Time for the Systems Approach to Learning." Phi Delta Kappan, 44:268, March 1963. Author: Dean of Educational Services, Los Angeles City College, California.

"Perhaps if a major effort were made to use a systems approach, a break-through of no mean proportion would be made in our continuing campaign to educate more youth in an increasingly complex world with greater efficiency." Author descries our piecemeal approach to improving instruction.

6319. HOVEY, RICHARD B.
"Graduate Students: New Style." Jour. Higher Educ., 35:442-449, November 1964. Author: Professor of English, University of Maryland.

Points out that new-style graduate students are now attending American universities. They are older; the majority are married; many are either male breadwinners or housewives. Relatively few can give full time to study. Yet these new-style graduate students are subjected to old-style graduate programs taught primarily by old-style professors in the old-style way. Makes several suggetions for revising and updating graduate programs, especially those at the master's level.

6320. IDZERDA, STANLEY J.
"Honors Programs." Jour. Higher Educ., 33:417-423, November, 1962. Author: Director of the Honors College, Michigan State University.

Maintains that honors programs must be built to fit the particular institutions and the particular students they serve. "I have not yet seen the master honors program which will work for every student in every college with equal force, effectiveness, or validity. Proteus may be dangerous, but Procrustes is nearly always fatal." Pleads that, once launched, the honors program be given a chance to work. "If challenge, freedom, and flexibility are guidelines for an honors program, the program itself ought to be allowed a little freedom and flexibility while it faces the challenge of its first year. Given a fair start and a fair chance, the faculty and the students do respond to the opportunity an honors program represents."

6321. Improvement of Instruction in Higher Education. AACTE Study Series, No. 6. Washington: American Association of Colleges for Teacher Education, 1962. 62 pp.

A pamphlet including several articles pertinent to this bibliography. See: Byrnes, F. C., and Jamrich, J. X. (No. 6104, No. 6269); Hyde, Harold E. (No. 6082); Schueler, Herbert (No. 5762); Simpson, Ray H. (No. 6088).

6322. JASON, HILLIARD
"A Study of Medical Teaching Practices." Jour. Med. Educ., 37:1258-84, December 1962. Author: Research Associate, Student Mental Health Service, McGill University Faculty of Medicine, Montreal, Canada.

Evaluates 380 faculty at seven institutions for general attitudes, use of instructional materials, reaction to student needs and use of teaching methods. Schools are assessed individually and in comparison to one another. Faculty preparation, age, and experience are reported.

6323. JONES, HAROLD S.

"That Professor of Mine." Adult Lead., 12:41+, June 1963. Author: D. D. S., Allentown, Pennsylvania.

"My entire aim is to show that an adult education course conducted by a competent teacher is a pleasure."

The author reports his experience in a journalism course by relating the attitudes and techniques of the professor.

6324. JOSEY, E. J.

"The Absent Professors." Library Jour., 87:173-5+, January 15, 1962. Author: Librarian, Savannah State College, Georgia.

A college librarian complains that students will not use the college library if they do not see their professors there.

6325. LAW, GLEN C.

"Teaching and Society." Improv. Coll. & Univ. Teach., 12:176-182, Summer 1964. Author: Formerly in higher education; currently in private business.

The writer "takes a searching look at some eight aspects of university education." "What American education lacks in dynamic thought it more than makes up for in its will to persist. It seems that whatever shortcomings education falls heir to, the American people always reaffirm their faith in its representative claim to be honorable. To reiterate intrinsic faith is good for the morale, but it is reduced to ineffectual back-patting if it is not implemented by action. The necessity is leadership that knows where it is going and how to get there. Too many people are afraid to walk alone. There is a need for that element known as individual greatness . . . . That is the source of the creative energy that can spark American education and create a new era of accomplishment in the modern world."

6326. LEGGETT, GLENN

"The University and the Transfer Student." Jun. Coll. Jour., 34:24-27, September 1963. Author: Vice-provost, University of Washington.

"Education is really about individual cases, not categories. We can find all sorts of categories to put students in and, if we use them sensibly, they give us useful guides about them. But the success of our work as educators is measured by how gracefully and permanently they evade and outgrow the categories." Knowing and believing this will help to unite us as educators, will give our efforts purpose and direction, and will keep us sane.

6327. LEWIS, JOHN W.

"A Study of the Effectiveness of Three Methods of Teaching One Segment of Elementary Political Science." Jour. Exp. Educ., 33:73-79, Fall 1964. Author: Winona State College, Minnesota.

Study of "interaction" between treatments and level of ability. "Of special interest was the efficiency of a study program designed for the course." The primary method of analyzing the data was analysis of covariance.

6328. MacKINNON, DONALD W.

"The Nature of Creativity." Creativity and College Teaching (No. 6330), 7-26. Author: Institute of Personality Assessment and Research, University of California at Berkeley.

"MacKinnon's report of his investigation of the background of creative people suggests that creative individuals exhibit personality traits which distinguish them from people in general. MacKinnon goes on to examine some of the implications of his findings for nurturing the creative potential of students. He reminds us that the traits associated with creative persons are the very ones which the teacher has most difficulty handling in the classroom."

6329. McCUNE, GEORGE H.

"Contributions General Education Can Make to the Education of More Heterogeneous Groups." Current Issues in Higher Education, 1963 (No. 5686), 253-257. Author: Professor of Social Studies, The General College, The University of Minnesota.

The author describes the program of The General College and relates his own techniques for dealing with individual differences in his courses on contemporary problems and American history. His methods include each student making his own course assignments (selecting a topic for a survey report, developing a reading list) and special evaluation techniques (progress reports, committee and individual student ratings).

6330. McDANIEL, ERNEST D., Editor

Creativity and College Teaching: Proceedings of a Conference Held at Carnahan House, University of Kentucky, Lexington, Kentucky, June 4-18, 1962. Bulletin of the Bureau of School Service, 35, June 1963. Lexington, Kentucky: College of Education, University of Kentucky, 1963, 107 pp. Editor: University Testing Service, University of Kentucky.

The six papers presented at the conference are printed here. The consultants "reviewed for the group the current status of research in creativity and set problems to stimulate continued thinking in this area." For notes on each paper see M. J. McC. Aschner (No. 6197), D. W. MacKinnon (No. 6328), R. L. Mooney (No. 6344), D. W. Taylor (No. 6376), H. A. Thelen (No. 6383), and R. W. Tyler (No. 6219). "As a group, these papers point to problem areas which are in need of further investigation: the background and personality of the student, the dynamics of the instructional group, and the strategy and tactics of the teacher."

6331. McINTYRE, CHARLES J.

"The Impact of New Media on College Instruction." Jour. Higher Educ., 34:85-91, February 1963. Author: Associate Professor of Education, University of Illinois.

"It is highly probable that many of us in higher education—teachers, administrators, and students—are going to have to change our behavior and expectations as a result of the impact of instructional technology." "Since student-faculty contact hours will be reduced. . .students will have to be self starters and must learn to keep going on their own initiative." However, the faculty will have increased time available for individual and small-group contact.

6332. McKEACHIE, W. J.

"Current Research on Teaching Effectiveness." Improv. Coll. & Univ. Teach., 10:15-19, Winter 1962. Author: Professor of Psychology, University of Michigan.

"The most scientific way of appraising teaching is by research." McKeachie is a psychologist who teaches and who includes teaching in his research interests. "Never before has research on teaching effectiveness been more strongly encouraged; never before has it so easily gained acceptance." Here the author sets forth current research findings on teaching effectiveness.

6333. McKEACHIE, W. J.

"Procedures and Techniques of Teaching: A Survey of Experimental Studies." Sanford, Ed., The American College (No. 5683), 312-364, 1962. Author: University of Michigan.

"The ultimate criteria of effective teaching are changes in students, in the direction of the goals of higher education. . . . It is important to note that attitudinal and emotional changes are usually listed. . .along with more obvious cognitive goals of critical thinking and broad knowledge. . . . Seldom do we ask ourselves, 'What do I contribute to the educational process?' We make assignments, lead discussions, reflect student comments, give and correct tests—all with the faith that they contribute to education. Is our faith justified? Is each activity important and worthwhile? Does it matter which methods we use? This chapter reviews the evidence bearing on these questions." Research is reviewed on lecture vs. discussion methods, optimum class size, independent study, automated techniques, and the roles of both student characteristics and faculty attitudes in determining the effectiveness of teaching. For an even more comprehensive review, see the McKeachie chapter in Handbook of Research on Teaching (No. 6297) from which much of this material was drawn.

6334. McKEACHIE, W. J.
"Research on Teaching at the College and University Level." Gage, Ed., Handbook of Research on Teaching (No. 6297), 1118-1172, 1963. Author: See No. 6332.

Basically a review of research on teaching methods, "this review is organized in terms of traditional categories of teaching method--lecturing, discussion, laboratory--and also in terms of fairly recent approaches to college instruction--project methods, independent study, and automated techniques." Includes a substantial bibliography of over 200 references.

6335. MADDEN, CHARLES F.
"Give a Ring: Get a Lecture." Times Educ. Supp., 2577:579, October 9, 1964. Author: Chairman, Department of English, Stephens College, Missouri.

Discusses a special adaptation of the telephone to educationl purposes. "Now, in any classroom, a professor and his students may talk person-to-person with authorities in any national or international situations affecting the lives of all of us." Tells of beginning and development of the project and its adoption at Stephens College.

6336. MADELEINE, SISTER M. CLAIRE, S. N. J. M.
"The Teacher as Thinker." Improv. Coll. & Univ. Teach., 10:31-33, Winter 1962. Author: Graduate Dean, College of the Holy Names, (state not indicated).

"No function of a teacher is so important as for him to exemplify 'Man Thinking' before his class." "Once the mind of the teacher has commanded the respect and confidence of the class, the field is won, for the most part." "So it is that good teachers the world over may 'generate their kind.'"

6337. MAGER, ROBERT F., and CLARK, CECIL
"Explorations in Student-Controlled Instruction." Psych. Reports, 13:1:71-76, August 1963. Authors: Varian Associates, Palo Alto, California.

"Several studies are briefly described demonstrating that adult learners enter a learning situation with varying amounts of relevant knowledge and that, given control of their curriculum, they tend to be able to direct their learning activities in a way that will lead them to achieve specified objectives."

6338. MARSHALL, MAX S.
"Opportunity." Improv. Coll. & Univ. Teach., 11:5-10, Winter 1963. Author: Professor of Microbiology, University of California Medical Center, San Francisco.

"College means for the student opportunity. . .usually a path to something desirable." "The teacher's share in opportunity comes in careful but flexible guidance along the path, with more concern over the ultimate goal than over the end of the immediate path. Teachers can put in touches of wisdom. They can fit to a developing scheme a few words which can come only from experience. At strategic moments they can point toward paths which would otherwise be missed."

6339. MAYER, FREDERICK
"Universities and the Creative Life." Improv. Coll. & Univ. Teach., 11:137-138, Summer 1963. Author: Professor of Philosophy, University of Redlands, California.

"Let universities relate theory and practice, ideal and actuality. Let them pioneer in new ways of teaching. Let them treasure with equal fervor science and poetry. Let them become centers of creativity."

6340. MERSON, THOMAS B.
"Commission Commitments: Commission on Instruction." Jun. Coll. Jour., 33:26-8, February 1962. Author: Assistant Director for Commissions, American Association of Junior Colleges.

A report of the Commission on Instruction of the American Association of Junior Colleges indicated an interest in (1) problems of remedial or repair teaching, (2) problems of stimulating an increased supply of well-prepared junior college teachers, and (3) instructional problems encountered by new junior college faculty.

6341. MILLER, JAMES G.
"The Information Explosion: Implications for Teaching." Jour. Nat. Assoc. Women Deans, 27:54-58, Winter 1964. Author: Director, Mental Health Research Institute, University of Michigan.

The author describes several strategies which have been identified and studied for coping with an overload of information, and he suggests that the teacher's role should be to show students how and when to use these strategies in their own intellectual development.

6342. MILLER, JAMES G.
"Some Implications of Communication Theory for Higher Education." Current Issues in Higher Education, 1963 (No. 5686), 237-240. Author: See No. 6341.

A discussion of the problems created for the student by the "information overload" of today and of the ways in which he copes with it. The author suggests that by taking advantage of all forms of automation of information processing for conveying facts, we can reconceive our roles as teachers and "again enjoy the creative pleasures of true education," helping the student develop his skills in adjusting to the new intellectual problems of our age.

6343. MILLER, RICHARD LEE
"Teaching as Selling and Management." Improv. Coll. & Univ. Teach., 11:209-217, Autumn 1963. Author: Chairman, Department of Business Administration, Sinclair College, Ohio.

In this two-fold article the analogies between teaching on the one hand and selling and management on the other are illuminating and perhaps provocative. "Selling is not an easy activity at which to succeed. Teaching is the same. The degree of success will depend on attitude, effort, and ability, but selling can greatly assist teaching. In Fact, TEACHING IS SELLING of the very highest type." "It is necessary for the teacher, as a manager, to make use of salesmanship in the planning, organizing, and controlling of education and to use salesmanship in the selling of ideas, knowledge, and understanding. Teaching is Selling; Teaching is Managing."

6344. MOONEY, ROSS L.
"Creation and Teaching." Creativity and College Teaching (No. 6330), 45-62, 1962. Author: Bureau of Educational Research and Service, Ohio State University.

"Mooney, in his presentation, sees the act of creating as analogous to the biological phenomenon of life. He suggests that the creating person, like all living systems, is selectively taking in elements from the environment, integrating them, and testing the evolving internal system for 'fit' with the environment. Mooney would ask of teachers and educational institutions that they establish conditions which facilitate this process."

6345. MORLAN, JOHN E.
"The Team Approach to Large-Group Instruction." Audiovisual Instr., 9:520-523, October 1964. Author: Associate Professor of Education, San Jose State College, California.

"Some guidelines for team-teaching which embody ideas already suggested by some leaders in the field, plus new approaches which are proving effective in implementing and carrying out team-teaching programs."

6346. MORTON, RICHARD K.
"The Road to Learning." Improv. Coll. & Univ. Teach., 12:197, Autumn 1964. Author: Professor of Religion, Jacksonville University, Florida.

"The task of teaching is to a real extent like that of prospecting. Teaching must ever be a kind of activity including not only prospecting in rich areas of the past, but also in the promising new areas of contemporary human experience as the individual faces the problem of making the wisest move now in the solution of personal and social problems."

6347. MORTON, RICHARD K.
"The Road to Learning: On Becoming Mentally Alive." Improv. Coll. & Univ. Teach., 12:4, Winter 1964. Author: See No. 6346.
". . .a student will learn because and as he lives. What he really knows will be determined by the size, texture, and substance of his personality. We do not give enough attention to the conditions under which learning will take place. Real rapport and genuine stimulation are essentials."

6348. MORTON, RICHARD K.
"The Road to Learning: The Discipline of Learning." Improv. Coll. & Univ. Teach., 12:133, Summer 1964. Author: See No. 6346.
College professors "have problems with regard to discipline, especially that of rigorously mantaining the standard of performance expected of college students. . . . Perhaps one of the best ways of getting better teaching is for us all to get a bit tougher and to set more challenging and rugged tasks for our students. We shall never raise our teaching levels by lowering our performance requirements."

6349. MORTON, RICHARD K.
"Teaching Mature Students." Improv. Coll. & Univ. Teach., 11:84-86, Spring 1963. Author: See No. 6346.
"Community needs should be met more broadly through the adult program for the more mature student, but not on some substandard level. The university's time and facilities are too important for that. Teaching the more mature calls for more mature teaching, with more mature objectives and tools. It can become one of the most rewarding aspects of a college teacher's work and one of the most fruitful branches of academic activity today."

6350. MORTON, RICHARD K.
"What Do Students Expect of a Teacher?" Improv. Coll. & Univ. Teach., 11:19-20, Winter 1963. Author: See No. 6346.
Lists seven student expectations of their teachers and then asks, "Who could not add to this list?" "Teaching involves. . .the whole of life. . . . It aspires to give skills to the marketplace, the office, and the study, but it also seeks to provide a view into the infinite."

6351. MYERS, KENT E.
"College Freshmen: A Faculty Responsibility." Improv. Coll. & Univ. Teach., 12:9-10, Winter 1964. Author: Doctoral Candidate, University of Utah.
Describes "ways in which faculty members can fulfill their responsibilities to freshmen" and thus reduce the freshman drop-out rate. "College faculty members must accept the major responsibility in providing a new and worthwhile environment for freshmen." "Our freshmen will be the graduate students of tomorrow only if their college training is worthwhile and successful today."

6352. NELSON, JACK L., and ROBINSON, GERTRUDE A.
"Teacher Education Through Team Teaching." Sch. & Soc., 91:409-10, December 14, 1963. Authors: Assistant Professors of Education, Los Angeles State College, California.
Discusses team teaching as an instructional device for the teacher education program at the college level. Reports on a study of effectiveness by students and teachers.

6353. NOBLE, BEN
"A Mathematician, U. S.-Bound." Univ. Quart., 19:5-22, December 1964. Author: Professor, Mathematics, University of Wisconsin.
"These notes are an attempt to explain some of the reasons why I find it exciting and exhilarating to work at Wisconsin. They are concerned mainly with a comparison of the Wisconsin and Glasgow [Royal College of Science and Technology] College systems in two respects--the internal structure of departments, and the way in which teaching is organized."

6354. O'DONNELL, REV. W. E.
"Four College Area Studies." Nat. Cath. Educ. Assoc. Bull., 60:12-17, February 1964. Author: Academic Vice President and Dean of the College, College of St. Thomas, Minnesota.
A report on an integrated area study program by the College of St. Thomas, the College of St. Catherine, Hamline University and Macalester College. Discusses special provisions for faculty and teaching media and methods.

6355. OPULENTE, BLAISE J.
"Thoughts on the Poetry of Teaching." Jour. Higher Educ., 35:390-393, October 1964. Author: St. John's University, New York.
"It would appear that a case for 'poetic' teaching can be made. It takes place when a teacher's emotions and his mind fuse in the presentation of knowledge. Presumably such an individual has also deliberated a great deal about his subject, and teaching is for him a way of life, a vehicle of expression. Moreover, he manifests in his teaching the essential qualities of poetry: thought, emotion, imagination, revelation, and pleasure. . . . Students fortunate enought to have had the experience of being taught by a 'poetic' teacher agree that such teaching 'is a joy forever.'"

6356. PALMER, R. RODERICK
"Diversity of Learning." Improv. Coll. & Univ. Teach., 12:206-208, Autumn 1964. Author: Professor of English, Southern University, Louisiana.
The diversity of current life and the inescapable fact of vast individual differences among students demand not only "the ladder that leads to the university" but also "the ladder that leads to a full life." Teachers must expedite this "diversity of learning."

6357. PATTON, ROBERT D.
"Teaching." Jour. Higher Educ., 33:277-279, May 1962. Author: Editor, Journal of Higher Education.
Reminds reader of oncoming flood of students and the need for well prepared college teachers. "Teacher-stretching is the admitted order of the day." Reviews mechanical teaching devices but discounts the fear that these devices "may subvert the teaching art into a slick kind of game-playing." Notes that in the most fundamental sense, "what we are trying to teach is how to live like a human being." "The essence of teaching is to permit the less experienced to see and share the ways in which the more experienced go about learning. There is no indoctrination here."

6358. PFNISTER, ALLAN O.
"Toward a Theory of Teaching." Improv. Coll. & Univ. Teach., 11:31-35, Winter 1963. Author: Associate Professor of Higher Education, University of Michigan.
"I am not trying to present a comprehensive theory of learning. I am concentrating upon a theory of teaching, and I am viewing teaching as a subtopic under a general consideration of learning. This is to say that one may learn in a variety of ways; in some instances a teacher may be present, but in other instances a teacher as such may not be a part of the learning situation. I am approaching the topic, however, from the perspective of one who is called a teacher, and I am trying to define from a theoretical point of view the role of this person." This article is a result of his efforts.

6359. PRICE, LUCIEN
"The House of William James." Improv. Coll. & Univ. Teach., 10:5-6, Winter 1962. Author: Author of Dialogues of Alfred North Whitehead.

"William James was a power while he lived, a scholar, teacher and influence. He speaks to us still in his 'Talks to Teachers' as well as in the enduring contributions he made to philosophy, psychology, and teaching."

6360. PULLIAS, E. V.

"A Critical Examination of Research on College Teaching." Calif. Jour. Educ. Research, 13:63-70, 1962. Author: Professor of Higher Education, University of Southern California.

Discusses present state of research on college teaching, suggests possible trends. Looks for more complex research designs.

6361. PULLIAS, EARL V.

"Factors Influencing Excellence in College and University Teaching." Educ. Record, 44:243-7, July 1963. Author: Professor of Higher Education, University of Southern California.

This paper states some insights about effective college teaching and suggests some approaches to research on college teaching.

The author gives a series of hypotheses on the teacher and his teaching as a response to several questions formulated and discussed on the topic. Five implications for research are reported.

6362. PULLIAS, EARL V.; LOCKHART, AILEENE; BOND, MARJORIE H.; CLIFTON, MARGUERITE; and MILLER, DONNA MAE

Toward Excellence in College Teaching. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1963. 133 pp. Authors: (1) University of Southern California; (2) University of Southern California; (3) Southern Illinois University; (4) University of California, Los Angeles; (5) University of Arizona.

"In writing this book, we have wished to enrich the conception of the matchless art of teaching--to lift it out of narrow and dull pedantry into which it often falls and place it in a framework of continuous growth toward excellance. In the first part we have tried to suggest what the higher learning is about and hence what the guidance of learning at the college level should be. Then we have attempted to describe a few goals and means for excellence in teaching."

6363. RADLEY, VIRGINIA L.

"In Praise of a Resident Poet in the Groves of Academe." Liberal Educ., 48:487-91, December 1962. Author: Chairman, English Department, Russell Sage College, New York.

The stimulating influence of a resident poet is described in this article along with a comparison of teaching techniques and literary evaluation between traditionally academicians and the resident poet.

6364. RAMSTAD, WILLIAM KVINDLOG

"A Study of Staff Utilization Experimentation in Selected Public Junior Colleges." Ed. D. dissertation, Stanford University, California, 1963. Abstract in Diss. Abstracts, 25:247.

Deals with five types of staff utlization programs: (1) team teaching; (2) class size variations; (3) teacher aides; (4) language laboratories; (5) television.

6365. ROBB, J. WESLEY

"Educating Persons." Jour. Higher Educ., 35:497-502, December 1964. Author: Associate Dean, Division of Humanities, University of Southern California.

Considers the dimension of human value in educating people; "it is appropriate to consider the importance of the student as an individual and the kind of educational environment we must provide in order that true learning may take place." Concludes, "It is doubtful whether a brief-case professor who meets his classes but fails to participate in the responsibilities, as well as the life, of the community can ever [really] educate. . . . Only when there is dedication to good education concerned with both human growth and scholarship, and when this spirit captivates the minds of all members of the community, will we achieve that excellence we seek in learning."

6366. ROLLINS, ALFRED B., JR.

"A New Look at General Education and the Social Sciences." Educ. Record, 43:122-8, April 1962. Author: Professor of History, State University College, New Paltz, New York.

"This paper does not presume to define good teaching or to posit solutions that may take generations to develop, but there are some things that may be done if the focus of our group trend can be adjusted for a time from the mechanics of organization to the dynamics of learning."

The center of discussion by the author is the problems arising from general education.

6367. ROSENHAUPT, HANS

"Gimlet Eye and Fatherly Hand." Grad. Jour., 5:1:9-16, Spring 1962. Author: not identified.

On the intellectual encounter between a master teacher and his disciple. Oft ignored--this basic element should be rediscovered and re-enthroned.

6368. SALA, JOHN R.

"Why Textbooks?" Improv. Coll. & Univ. Teach., 11:76-77, Spring 1963. Author: Lieutenant Colonel, U. S. Air Force.

"A textbook is a tool. For some purposes it is highly useful, but it is rightly used only when the instructor knows clearly what he is using it for. Review the weaknesses and strengths of textbooks as tools of instruction, then fit them into lesson planning on the basis of their strength. Do not try to make this tool do everything." "Assume the class had read and understood the assignment. This way you do not have to worrry about lesson coverage. Your textbook has already done that."

6369. SHAPIRO, STEWART B.

"Authoritarianism and Achievement in Introductory Psychology." Psych. Reports, 15:1:65-66, August 1964. Author: Western Psychological Center, Encino, California.

"In a study on group therapy with prejudiced college students, it was noted that high 'F'-scorers tended to make poor grades in elementary psychology. Holding verbal ability constant, a partial correlation between psychology grades and 'F' scores supports the assumption of an anti-psychology bias in authoritarian students which forms a resistance to democratically presented psychological information."

6370. SHIPMAN, GORDON

"Role Playing in the Classroom." Improv. Coll. & Univ. Teach., 12:21-23, Winter 1964. Author: Professor of Sociology, University of Wisconsin, Milwaukee.

Considers role playing in marriage education classes. Notes that, "Role playing requires advanced preparation but can be of great value in the classroom." This teaching technique takes a great deal of the instructor's time.

6371. SIEBERT, LAWRENCE A.

"Personality Development and Classroom Procedures." Improv. Coll. & Univ. Teach., 12:5-8, Winter 1964. Author: Predoctoral Instructor, University of Michigan.

Assuming that teaching is concerned with the student and his development, this article "points up the utilization of psychological knowledge in classroom procedures." "Education is not only an intellectual process, it also contributes to personality development and emotional maturation. Principles of personality development can be incorporated into teaching techniques in order to increase the amount of desired development in the allotted time."

6372. SOLOMON, DANIEL; ROSENBERG, LARRY; and BEZDEK, WILLIAM E.
"Teacher Behavior and Student Learning." Jour. Educ. Psych., 55:23-30, February 1964. Authors: all at the Center for the Study of Liberal Education for Adults, Chicago.

The classroom behavior of 24 teachers of evening college courses was measured with tape recordings, student descriptive questionnaires. Teachers' scores on eight factors were correlated with class means for each of the measures of learning and evaluation.

6373. SPAULDING, KENNETH C.
"Why Don't You Let Students Think Independently, Professor?" Educ. Forum, 27:151-5, January 1963. Author: Professor of Economics, East Tennessee State College.

"It is wisest they say, to find out, if you can, what the professor thinks and then faithfully return those ideas."

This is, in the writer's opinion, an unhappy state of affairs. He is attempting to document why such a state exists and what practical steps can be taken to improve the situation.

6374. STRAIN, JOHN PAUL
"A Critique of Philosophical Analysis in Education." Educ. Theory, 14:186-193; 228, July 1964. Author: Assistant Professor of Education in Philosophy of Education, Tufts University, Massachusetts.

"The main point of this discussion has been to indicate that a contemporary philosophy of education whose followers insist that they neither have a system or hold to a philosophical position is in agreement enough to teach attitudes that are influential in an educational context." The educational consequences of this movement are identified in three areas with regard to its effects on students: student interpretation, respect and appreciation for the work of well-known scholars, and the kind of teaching practiced.

6375. STRIDER, ROBERT E. L.
"The Colby January Program." Liberal Educ., 48:388-95, October 1962. Author: President, Colby College, Maine.

Reports on the development of the experimental program and its inauguration.

The main body of the report relates the manner in which the program was organized and conducted, and some of the results achieved.

6376. TAYLOR, DONALD W.
"Creative Thinking Among Scientists." Creativity and College Teaching (No. 6330), 27-44, 1962. Author: Professor of Psychology, Yale University, Connecticut.

"Taylor approaches the problem of creativity through analysis of the thinking process. A productive approach to understanding this process, he feels, is that of utilizing computers to simulate human thinking. Such work suggests the use of heuristics as a useful aid in the solution of problems. The implication that one draws from Taylor's presentation is that the teacher might well concentrate on identifying and teaching the heuristics most applicable to his discipline."

6377. "Teaching in Our Universities--the Hale Report." Times Educ. Supp., 2582:872-3, November 13, 1964.

Suggestions for operational research and experiment in university teaching and examinations, for beginning the academic year in January, and firm support for lectures--as in the Hale Report on University Teaching Methods.

6378. TEAD, ORDWAY
"College Education and Contemporary Understanding." Improv. Coll. & Univ. Teach., 12:46-47, Winter 1964. Author; Consulting Editor, Harper and Row, Publishers.

Pleads that college programs fully induct students into the world of contemporary affairs. "That higher education should help our contemporary grasp to go on to become a spirit that incites us is certainly a consummation devoutly to be wished."

6379. TEAD, ORDWAY
"How to Realize Basic Educational Objectives." Improv. Coll. & Univ. Teach., 10:129-131, Summer 1962. Author: Board of Higher Education, New York City.

"What I have been implying is the need for a greater self-consciousness and fresher examination of our ends in relation to our means." Considers five "key college objectives as they are reflected in today's currents. . . . I have tried deliberately to show a relation in end and method of the new and the old." "The question recurs: what went ye out to seek on behalf of your students? The answer to this question is at once perennially old and new."

6380. TEAD, ORDWAY
"Useful Words for College Teachers." Improv. Coll. & Univ. Teach., 12:221-224, Autumn 1964. Author: Board of Higher Education, New York City.

Discusses 33 words, carefully defined by the author, which college teachers will find useful if put in their "academic vocabularies." "I call attention, without apology, to the fact that I deliberately did not here seek recourse to any dictionary but have spoken out of my own experience and personal understanding."

6381. TEAD, ORDWAY
"What Is a College For?" Improv. Coll. & Univ. Teach., 11:204-206, Autumn 1963. Author: Consulting Editor, Harper and Row, Publisher.

Tead notes that "American colleges under all their varied auspices and objectives do have tacitly" four common purposes. "What our colleges are for is thus helpfully capable of interpretation in terms of creativity, communication, cooperation, and commitment--if these four words are understood in the fullness of meaning which may rightfully be imputed to them." The writer then discusses each of the four terms at some length.

6382. "That Crucial Freshman Year: A Symposium." NEA Jour., 52:51-54, September 1963. Authors: Sally Whelan Cassidy, Monteith College (Wayne State University, Michigan); Jean E. Francis, Plainfield (New Jersey) High School; Andrew D. Holt, University of Tennessee; Lewis B. Mayhew, Stanford University, California; Royce S. Pitkin, Goddard College, Vermont; and Byron Stookey, Harvard College, Massachusetts.

Six noted educators react to three cases involving freshmen students and their reactions to college teaching. In an introduction Esther Rauchenbush, Sarah Lawrence College, points out "The problem is to make the freshman year one in which the world 'opens right up,' not just for the exceptional able student in an honors program, but for all students capable of doing college work."

6383. THELEN, HERBERT A.
"Teaching for the Development of Creativity." Creativity and College Teaching (No. 6330), 62-76, 1962. Author: Professor of Educational Psychology, University of Chicago, Illinois.

"Thelen sees creativity as emerging from the process of inquiry. He constructs a conceptual model of the imperatives generated in the sequence of inquiry in the classroom. Students move from problem confrontation toward solutions, from formlessness toward structure, from preconscious toward conscious ideas, from private hunches toward public statements of position. These transitions are viewed as steps in the process of creating, and teaching becomes a matter of maximizing these qualities of experience."

6384. THISTLETHWAITE, DONALD L.
"Fields of Study and Development of Motivation to Seek Advanced Training." Jour. Educ. Psych., 53:53-64, April, 1962. Author: Vanderbilt University, Tennessee.

This study shows that faculty pressures and activities influence the student's desire to seek advanced training. The Inventory of College Characteristics was used to measure field press and value scales.

6385. TOMLINSON, ROBERT MORRIS

"A Comparison of Four Methods of Presentation for Teaching Complex Technical Material." Ed. D. dissertation, University of Illinois, 1962. Abstract in Diss. Abstracts, 23:2813.

Tests four methods of presenting complex technical material in written form: (1) inductive, (2) inductive-discovery-confirmation, (3) deductive, (4) inductive-discovery. Dimensions of meaningfulness, difficulty, complexity, and verbalization were controlled.

6386. TRABUE, ANN McDOWELL

"Fifteen Basic Assumptions Regarding College Teaching." Improv. Coll. & Univ. Teach., 10:110-117, Summer 1962. Author: Associate Professor, Radford College, Virginia.

After setting forth her fifteen basic assumptions regarding college teaching, the writer concludes, "Perhaps the essential factor to strive for [in college teaching] is concern--concern not so much for the present as for five years hence. If student growth and interest stop at the end of formal instruction, then the teacher has failed, no matter what methods he employed. The responsibility is great, as can be the rewards."

6387. TURAND, JOHN P.

"The Active Ingredient." Jun. Coll. Jour., 33:7-8, September 1962. Author: Chairman of Division of Education, Adams State College, Colorado.

"A teacher should examine the motives of students, course content, environment, and human resources so that the judgement he makes will devise a teaching-learning situation which will awaken the active ingredient in the learner."

6388. TURBEVILLE, GUS

"Is the College Classroom an Anachronism." Wis. Jour. Educ., 97:13-15, November 1964. Author: Professor, Sociology, Wisconsin State University, Superior.

"There are few things drearier than a 50-minute class meeting for two to five days per week for either 10 or 18 weeks." The author criticizes educators for failing to see the cultural lag, about which they so often speak, in their own area. The lecture, boredom, dropouts, and criteria for course success are discussed. A remedy is suggested which includes more flexible scheduling and development of personal libraries by students.

6389. TYLER, RALPH W.

"We Need the Experimental College." Educ. Digest, 29:40-42, December 1963. Reported from Antioch Notes, XLI (September 1963). Author: Director, Center for Advanced Study in the Behavioral Sciences, Stanford University, California.

"Now, more than ever before, America needs colleges engaged in bold experimentation. . . ." The author discusses the persons who can be served in new institutions, ways of improving learning, and the vitality created by experimentation.

6390. UMSTATTD, J. G.

College Teaching: Background, Theory, Practice. Washington: The University Press of Washington, D. C. and The Community College Press, 1964. 355 pp. Author: The University of Texas.

"The book. . .attempts to treat the difficulties most often met by. . .[graduate students serving as teaching assistants and instructors] and to incorporate other materials dictated by the writer's experience." Deals with theoretical and philosophic considerations as well as with practical solutions to common classroom and professional problems.

6391. VALLANCE, THEODORE R.

"The Guiding Assumptions of Liberal-Arts Programing." Jour. Higher Educ., 34:181-190, April 1963. Author: Director of the Special Operations Research Office, American University, Washington, D. C.

"I suggest that we reverse the typical order of things in the liberal-arts program. I would offer the student a chance, from the very start, to move ahead as fast as he could in a selected field of interest. Then, toward the end of his college experience, I would concentrate on liberalizing his education by giving him that wider understanding of the arts, sciences, and humanities which is commonly regarded as the hallmark of the well-rounded, broadly educated citizen."

6392. VAN DEVENTER, W. C.

"The Teaching of Science at the College and University Level." Review Educ.Research, 14:334-346, June 1964. Author: Western Michigan University.

Reviews effectiveness of programmed instruction; the use of televised instruction to reduce presentation time and experimental teaching methods.

6393. WARING, HAMILTON

"Teachers' Excuses." Improv. Coll. & Univ. Teach., 12:97-98, Spring 1964. Author: Not identified.

"In the following article are presented some of the excuses we who teach offer to ourselves or others for our teaching faults. The author does not imply that we do not know how to teach. We just don't teach as well as we know. Here are plenty of reprehensible facts we will readily recognize. And the most serious fault is truly serious, the killing or crippling of creativity."

6394. WEAVER, GLENN

"Edward Channing: A Literary Biography." Soc. Studies, 54:83-95, March 1963. Author: Trinity College, Connecticut.

This is a review, through his writings, of the life of Edward Channing as a teacher and historian at Harvard. Especially noted is the creation of his monumental History of the United States.

6395. WEDEEN, SHIRLEY ULLMAN

"Comparison of Student Reaction to Similar, Concurrent Teacher-Content Instruction." Jour. Educ. Research, 56:540-543, July 1963. Author: Assistant Professor of Education and Coordinator of the Basic Skills Center, Brooklyn College.

Reported here is an investigation of whether an instructor is justified in believing that two sections of the same course react differently to like teacher-content stimuli. The findings suggest that the two sections were perceived differently by different groups of students.

6396. WETZLER, WILSON F.

"Team Teaching." Improv. Coll. & Univ. Teach., 12:40-41, Winter 1964. Author: Dean, Manatee Junior College, Florida.

"Team teaching is an organizational approach that is one way of exposing more students to varied learning experiences and to outstanding instructors. It should not be thought of simply as a division of responsibilities. The care and selection of the team is important, but unless detailed planning is done with constant ongoing evaluation, there is little chance of success." But well planned and operated, team teaching can enhance learning in the college classroom.

6397. WINTER, JOHN ELLSWORTH

"Truth Through Personality." Improv. Coll. & Univ. Teach., 11:29-30, Winter 1963. Author: Professor of Philosophy, York Junior College, Pennsylvania.

"Factual knowledge alone will not solve the world's problems. Our students need knowledge and information, yes, but with this they need wisdom that they may use these things well. They need truth, but even more they need truth made alive through personality."

6398. WOODSIDE, M. ST. A.
"University Teaching." Improv. Coll. & Univ. Teach., 12:170-175, Summer 1964. Author: Academic Vice President, University of Toronto, Canada.

Largely defends present methods of university teaching and discusses several aspects of it. Proposes an ideal, then notes that, "ideals exist to be reached for, even if they are not reached." "Ultimately it is the society which supports the universities which must decide [what kind of higher education it will have]. Whether or not society will provide the money depends on the value society sets on the universities, and the value society sets on the universities will largely be determined by the members of the university faculties."

6399. W-SMITH, HAMMETT
"The Blight of Mediocrity." Improv. Coll. & Univ. Teach., 10:132-133, Summer 1962. Author: Assistant Professor of English, Cheyney State College, Pennsylvania.

"The college which admits en masse students who possess [gross academic] weaknesses and which ignores the problems emanating from these deficiencies is guilty of mistraining the student as well as making a travesty of education." Suggests certain corrective measures to be taken to avoid miseducation of the student in a non-selective situation.

6400. ZIMMERMAN, WILLIAM D.
"The Changing Nature of the Personal Dimension of Education." Liberal Educ., 49:520-7, December 1963. Author: Assistant Director of the Danforth Foundation.

The article traces the development of the personal dimension in education from the development of the collegiate system to the involvement of the teaching faculty. This last development arises from the conviction that the responsibility for moral instruction and character training rests with individual faculty members. This entails both in and out of class involvement of students and faculty "engaged in a dialogue."

SEE ALSO NOS. 1693-1868, 3227-3285, 3776, 3777, 3781, 3782, 3783, 3784, 3814, 3826, 3828, 3834, 3837, 3872, 3873, 3937, 3975, 3997, 4084, 4098, 4102, 4104, 4133, 4143, 4201, 4353, 4370, 4375, 4378, 4385, 4407, 4411, 4450, 4476, 4477, 4478, 4483, 4539, 4561, 4629, 4639, 4646, 4830, 4972, 5037, 5091, 5113, 5255, 5267, 5375, 5505, 5605, 5612, 5624, 5649, 5652, 5682, 5891, 5904, 6662, 6790, 6866, 6876, 6890, 6914.

B. AUDIO-VISUAL

(Nos. 6401-6497)

1. GENERAL

(Nos. 6401-6436)

6401. "Audio-Visual Boom in Higher Education." Amer. Sch. & Univ., 36:23-5, July 1964.

"The stern fact is that the available supply of competent teachers is far short of the needs of every branch of higher education."

This article reports on the incorporation of audiovisual instructional capabilities into the General Classroom Building group for the Carbondale Campus, Southern Illinois University. The operation of a sophisticated Department of Visual Aids is also described.

6402. "Audiovisual Media in Correspondence Study." Audiovisual Instr., 8:590-593, October 1963.

Describes the first of a series of 89 recorded correspondence courses to be offered by the Institute for University Studies, Inc. Lectures recorded by "world famous teachers" are coordinated by a syllabus which also provides the student with photographs, maps, graphs, and other illustrative materials. Testing for college credit is done by Educational Testing Service at the student's request.

6403. "A-V Practices among Colleges and Universities." Amer. Sch. & Univ., 36:26-7, July 1964.

Brief reports are made in this article about: CCTV at Penn State; programmed learning at the University of Illinois; language labs at the University of Washington; motion pictures at Iowa State; multimedia (aural-visual) at the University of Wisconsin; individual learning at Purdue University; the learning resources center at Florida Atlantic University; and an audio center at the College of San Mateo, California.

6404. BEHR, ELDON A.
"A New View in the Lab: Using a Rear Projection Screen to Teach Science." Audiovisual Instr., 9:531-533, October 1964. Author: Faculty, Forest Products Department, Michigan State University.

The use of a rear projection screen in lieu of individual microscopes to teach the microscopic structure of wood.

6405. BROWN, JAMES W., and THORNTON, JAMES W., JR., Editors
New Media in Higher Education. Washington: Association for Higher Education and the Division of Audiovisual Instructional Service of the National Education Association, 1963. 182 pp. Editors: San Jose State College, California.

Reports and findings from over 40 colleges and universities on 90 outstanding undertakings using new audiovisual materials and equipment. "In addition, a general rationale of the new media in education is offered. Also, critical questions are posed on the relationships of audiovisual practices to aims and purposes of higher education."

6406. BROWN, JAMES W.
"Student Response Systems." Current Issues in Higher Education, 1963 (No. 5686), 98-101. Author: Graduate Dean, San Jose State College, California.

The characteristics of mechanical student response systems are described. By providing a kind of two-way communication between student and teacher these devices simulate the Socratic method and may "save individualized and humanized teaching and learning from destruction by ever-growing student populations."

6407. CORTLAND, MAJOR HARRY E.
"The West Point AV Story: Audiovisual in Foreign Language Study." Educ. Screen & AV Guide, 43:24-25, January 1964. Author: United States Military Academy, New York.

The author reports on the use of language laboratories at the Military Academy, the advantage of laboratory work, and audiovisual aids in the language classroom. Special note is made of teaching the mastery of new sounds while watching movies.

6408. DALE, RICHARD S.
"Teaching Accounting With the Overhead Projector." Jour. Bus. Educ., 38:198-200, February 1963. Author: San Jose State College, California.

". . .the overhead projector lends itself very well to as much or as little use as the instructor and his classes care to make of it." Dr. Dale describes the overhead projector and its basic use. He discusses writing tools, demonstration problems and work sheets and how these saved valuable time in course progress.

6409. DALY, FRANK
"The Fragment Ends Here." Audiovisual Instr., 7:30-31, January 1962. Author: Principal, Davidson Junior High School, Southgate, Michigan.

A fanciful look at the complexities and possible uses of audiovisual materials in the 22nd century.

6410. DeWALD, MAJOR A. B.
"The West Point AV Story: Organization for Audiovisual

Communications." Educ. Screen & AV Guide, 43:20-21, January 1964. Author: United States Military Academy.
This article outlines the organization and resources available to the Military Academy for the procurement and fabrication of supplemental teaching materials.

6411. DOME, JOHN E.
"Audiovisual Also Means Service to Instructors." Coll. & Univ. Bull., 35:57, September 1963. Author: Director, Audiovisual Service, Miami University, Ohio.
"Chief purpose of the audio-visual service at Miami University is that of assisting in the teaching process through making available needed instructional materials and services."

6412. DORNEY, LT. COL. J. J.
"The West Point AV Story: AV Materials in Military Science." Educ. Screen & AV Guide, 43:22-23, January 1964. Author: United States Military Academy.
The author discusses the use of films and slides, mock-ups and cutaways, and charts and graphs in teaching military science.

6413. ELTING, COL. JOHN R., and ROOS, LT. COL. WILLIAM F.
"The West Point AV Story: Department of Military Art and Engineering." Educ. Screen & AV Guide, 43:34-35, January 1964. Authors: United States Military Academy.
This article discusses the use of special displays, projectors, and simpler visual aids such as posters and charts. "Lectures always are reinforced by a variety of audiovisual aids, in addition to the ubiquitous public address system."

6414. FARIS, GENE
"In Four Steps: How to Make Your Own A-V Materials." Coll. & Univ. Bull., 33:54-56, September, 1962. Author: Assistant Professor of Education, Indiana University.
"Four activities evolve around the instructional resources center. These are: (1) professional consultation; (2) viewing of materials; (3) inservice education for faculty members and their assistants; and (4) production of visual materials."

6415. GRIESHABER, EMIL W.
"Overhead Projection--Here's How to Make the Most of it." Audiovisual Instr., 7:236-237, April 1962. Author: Laboratory Manager, Visual Products for the Duplicating Products Division, Minnesota Mining and Manufacturing Company.
A list of do's and don'ts for capitalizing on the advantages of the overhead projector.

6416. GUERIN, DAVID V.
"The Overhead Projector at the University of Delaware--Hits the Right Note with Music Teachers." Audiovisual Instr., 7:214-215, April 1962. Author: Director, Teaching Resources Center, University of Delaware.
Two ways in which the overhead projector is used in music theory classes: (1) to preserve hand-prepared scores for re-use, and (2) to relate a group of notes or a passage played on the piano to the corresponding notes on the projector.

6417. HALEFF, MAXINE
"Learning in an AV Equipment Laboratory." Educ. Screen & AV Guide, 42:564-65, October 1963. Author: AV Supervisor, Equipment Operation Laboratory, Hunter College, New York.
"The Equipment Operation Laboratory has proven itself effective in using programed methods of instruction in teaching the use of audiovisual equipment." This laboratory is used at Hunter College as a supplement to its basic education methods classes.

6418. HENDERHAN, ROBERT C.
"The Overhead Projector at the University of Delaware--Puts Speech Students to Test." Audiovisual Instr., 7:215, April 1962. Author: Instructor in Speech, University of Delaware.
Describes the use of an 8mm sound motion picture camera--to film each student as he actually delivers his prepared speech--and the overhead projector--to present his notes and reference material so that the class may judge how successfully he uses these aids.

6419. HOK, RUTH
"Testing Teacher Trainees by Means of Closed-Circuit Television and MLA Film No. 5." Language Learning, 14:55-59, 1964. Author: University of Michigan.
Description of experience at the English Language Institute for developing effective techniques in the use of audio-visual materials for training foreign language teachers. Report on exams developed.

6420. LEWIS, PHILIP
"Instructional and Communication Systems." Current Issues in Higher Education, 1963(No. 5686), 101-103. Author: Director of Research, Development, and Special Projects, Chicago Board of Education.
A theoretical proposal for a "coordinated communications system," ". . .a barebones outline of the kinds of things that can now be done to use available technology to relieve the teacher of the time-consuming chores in working with all kinds of media." Explains the possible uses for an automatic telephone system, a dual coaxial cable network, and an intercommunication system linking all the rooms.

6421. LUEBBERT, MAJOR WILLIAM F.
"The West Point AV Story: The Academic Computer Center." Educ. Screen & AV Guide, 43:28-30, January 1964. Author: United States Military Academy.
"A full spectrum of audiovisual techniques have been applied to aid in solving the educational problems"--related to teaching computer programing and problem solving. Live television and a series of kinescope-films have been prepared to present a basic instructional program. The author also gives a list of films used in instruction.

6422. MEIERHENRY, WESLEY C.
"A Fair Policy for Teachers: Rights and Responsibilities in Relation to the Use of the New Media." Audiovisual Instr., 7:686-688, December, 1962. Author: Assistant Dean and Professor of Education, Teachers College, University of Nebraska.
A discussion of "the professional and legal problems arising from technological developments--particularly those concerned with audio and video recording for re-use later--broadcasting, and programed instruction." Includes an NEA statement of interim policy considerations which concludes "Unless rights and privileges are expressly reserved by contract prior to broadcast, the TV teacher may find that he has no claim to further program rights."

6423. MORLAN, JOHN E.
"Cross-Media Teaching." Educ. Screen & AV Guide, 42:318, June 1963. Author: Assistant Professor of Education, San Jose State College, California.
The author briefly shows how several media can be used to effectively demonstrate graphic arts techniques. Media are lecture, transparency projection, closed circuit TV and demonstration table.

6424. MORLAN, JOHN E.
"Multiple Projection: A Way to Improve Classroom Communication." Educ. Screen & AV Guide, 42:510-511, September 1963. Author: See No. 6423.
The author shares his experience with the use of dual

projection technique in teaching. He explains the use of one screen for a progressively disclosed outline of the lecture material, and another screen giving graphic illustrations of the lecture content. Examples of physical arrangement and practical utilization of multi-projection in operation are given.

6425. NORMAN, NELSON P.
"Evaluating Dr. Odegard." Audiovisual Instr., 7:700-702, December 1962. Author: Assistant Professor of History, San Diego State College, California.

A critique of the 32-week Continental Classroom Course in American Government taught by Dr. Peter H. Odegard with regard to his use of audiovisual materials. A comparison is made with "Money Talks," a preview of John R. Coleman's course on the American economy. While in Dr. Odegard's course, "visual additions were embellishments rather than integral features of the telecast teaching," Professor Coleman "has maintained a most impressive balance among audio and visual factors, utilizing each most skillfully to promote learning."

6426. OSBORN, MAJOR G. K.
"The West Point AV Story: AV in Social Sciences." Educ. Screen & AV Guide, 43:31, January 1964. Author: United States Military Academy.

In the social sciences each classroom is equipped with an overhead projector to permit use of viewgraph transparencies. Other methods of enriching the classroom experience are discussed including the proposed use of television.

6427. REDMAN, ROBERT E.
"Product Designs for Effective Education." Amer. Sch. & Univ., 37:38-9+, November 1964. Author: Professor of Industrial Design, University of Bridgeport, Connecticut.

New ideas for teaching aids are introduced from the perspective of an industrial designer. "A creative design concept is lacking where educational products are concerned."

The author suggests white chalkboards; large, suspended, transparencies; rolls of bond paper for classroom instruction and new electrical plans for more flexibility.

6428. ROBERTS, ALVIN B., and CRAWFORD, DON L.
"Multiscreen Presentations: Promise for Instructional Improvement." Audiovisual Instr., 9:528-30, October 1964. Authors: (1) Director of Audiovisual Department, (2) staff member of Photographic Division, Audiovisual Department, both of Western Illinois University.

Gives the advantages and problems of multiscreen technique with an outline of a presentation entitled, "An Approach to the Study of the Civil War." This presentation has a dual purpose: to teach students about the Civil War and to assist teachers-in-training to learn to use audiovisual aids.

6429. RUBIN, HAROLD
"Telephone Network Courses." Educ. Screen & AV Guide, 43:128-132+, March 1964. Author: Director of Information, Stephens College, Missouri.

This is a report on the conduct and results of the use of a telephone as a private line for teaching at Stephens College and a group of other colleges and universities in eight states. Amplified telephone lectures have developed and increased in frequency at Stephens. Several classes have a special lecturer every week. The courses and methods of presentation are each given full coverage by the author.

6430. SEIBERT, WARREN F.
"Purdue Probes Faculty Needs and Interests." Audiovisual Instr., 8:246-250, April 1963. Author: TV Program Research Consultant, Purdue University, Indiana.

Results of a questionnaire survey "to determine a large faculty's interests and needs as they relate to audiovisual usage and to television." A return of 628 questionnaire or 44 percent of the number mailed showed "large portions of the faculty wondrously uninformed" about the availability and uses of new media and a less adverse reaction to instructional media than was anticipated.

6431. SMITH, GARY R.
"Time-Lapse Camera Records Student Teacher in Action." Audiovisual Instr., 8:319, May 1963. Author: Assistant Professor, College of Education, Wayne State University, Michigan.

How a time-lapse camera can be used, along with a tape recorder, to provide a precise record of the events which occur in a classroom. This permits the student teacher and supervisor to reconstruct clearly what took place and to evaluate the student's performance more accurately. It is possible, by taking one picture every 10 seconds, to record 45 minutes of instruction for seven different student teachers on only 50 feet of film.

6432. SMITH, LT. COL. WESLEY C.
"The West Point AV Story: Department of Earth, Space and Graphic Sciences." Educ. Screen & AV Guide, 43:32-33, January 1964. Author: United States Military Academy.

"The department, with its historical link to fine art and graphic representation has made the visual presentation a cornerstone of its instructional program." This article discusses classroom equipment, its uses; other techniques; their planning and coordination. "New instructors assigned to the department receive intensive training in the use of all AV resources. . . ."

6433. STEPP, ROBERT E.
"Inroads on the Campus." Audiovisual Instr., 7:211-213, April 1962. Author: Head, Bureau of Audiovisual Instruction, and Assistant Professor of School Administration, University of Nebraska.

Reports the use of the overhead projector by faculty members at University of Nebraska in five departments: poultry husbandry, business organization and management, zoology, agronomy, and animal husbandry. Uses in other areas are briefly described.

6434. STOKES, MAURICE S.
"Development of Audio-Visual Learning Aids." Educ., 84:368-72, February 1964. Author: Associate Professor of Education, Savannah State College, Georgia.

"Educational development and progress are effective because of audio-visual learning aids."

The author describes the present status of audio-visual materials in the schools of our nation and reports the findings of recent investigation and research.

6435. TAYLOR, CALVIN W.
"Instructional Media and Creativity." Audiovisual Instr., 7:376-377, June 1962. Author: Professor of Psychology, University of Utah.

A warning about the danger of "producing single views, single structures, single approaches in the minds and experiences of students" through the careless use of teaching machines and mass communication media. The author calls for more research to point out the most productive use of newer instructional media both in reinforcing knowledge and stimulating ingenuity and independent thinking.

6436. WENDT, PAUL R., and RUST, GROSVENOR C.
"Programed Instruction for Transfer to the Real Life Situation." Phi Delta Kappan, 44:273-7, March 1963. Authors: (1) Chairman and (2) Assistant Professor, Department of Instructional Materials, College of Education, Southern Illinois University, Carbondale, Illinois.

This is a report of an experiment using a combination of programing, audio-visual aids, and an action laboratory in teaching college students how to use the library. The findings reinforce earlier findings that the use of pictorial programs increase effectiveness in transferring learning to real life situations.

SEE ALSO NOS. 1869-1923, 3286-3307, 4160, 4374, 4556, 4681, 4688, 4742, 4873, 5058, 5064, 5077, 5136, 5147, 5150, 5161, 5162, 5177, 5218, 5280, 5303, 5307, 5336, 5391, 5432, 5449, 5470, 5503, 5506, 5578, 5614, 5628, 5635, 6720, 6812, 6832, 6911, 6915, 6923.

2. FILMS
(Nos. 6437-6446)

6437. BADEN, JANE ROSE, and BADEN, ERNEST

"An Experimental Evaluation of Two Methods in Cancer Teaching Program for Fourth-Year Dental Students." Jour. Exp. Educ., 33:1-21, Fall 1964. Authors: Fairleigh Dickinson University, New Jersey.

A study to determine whether film projection or laboratory exercises as a supplement to regular lectures might give better results in a cancer teaching program in a dental school.

6438. DELANEY, ARTHUR A.

"Movie Making in Teachers College." Educ. Screen & AV Guide, 42:80-81, February 1963. Author: Instructor of Social Studies, Central High School District No. 2, New York.

Describes the content and methodology of TY 3985, "The Production of Educational Motion Pictures" as taught by Josef Bohmer at Teachers College, Columbia University.

6439. FORSDALE, LOUIS, and DYKSTRA, GERALD

"An Experimental Method of Teaching Foreign Languages by Means of 8mm Sound Film Cartridge-Loading Projectors." Language Learning, 13:5-10, 1963. Authors: (1) Professor of English and (2) Professor of Linguistics and Spanish, Teachers College, Columbia University, New York.

"Because the learner literally engages in conversation with characters appearing on the screen before him, we call the system the 'Face-to-Face' technique." The authors discuss the use of 8mm sound film in cartridge-loading projectors operated by the student himself.

6440. GERLOCH, VERNON S., and FLANAGAN, ATHOL C.

"A Unique Partnership Via 8mm." Educ. Screen & AV Guide, 43:588-590, October 1964. Authors: (1) Assistant Professor of Education, Arizona State University, (2) Tempe Union High School.

This is a report on the advantages and special uses of class-produced 8mm self-instructional films used to teach audiovisual techniques at Arizona State University. "And so a unique partnership--the undergraduate student learner and the graduate student producer--has opened an exciting new area in education at Arizona State University."

6441. KETCHAM, CARL H., and HEATH, ROBERT W.

"The Effectiveness of an Educational Film Without Direct Visual Presentation of Content." AV Commun. Review, 11:114-123, July-August, 1963. Authors: (1) Associate Professor of English, University of Arizona; (2) Educational Testing Service.

"The basis of this experiment was a 26-minute black-and-white film on the life and work of William Wordsworth, with frequent brief quotations from his poetry. . . . A summary of a poem was accompanied by the scene which inspired it or the spot where it was composed; an event in the poet's life was accompanied by the place where it occurred. In no case were questions asked about anything that had been directly represented on the screen." "It appears that repeated showings of the film can teach a limited amount of factual material at least as well as the same material can be presented in class."

6442. KNUDSEN, STEVE

"8mm--How Big is it?" Audiovisual Instr., 7:22-23+, January 1962. Author: Manager of Film Production Unit, Iowa State University.

Presents suggestions for the use of eight millimeter sound film in classroom film libraries.

6443. PAINTER, WILLIAM I.

"New Media in Teacher Education." Phi Delta Kappan, 43:389-90, June 1962. Author: Associate Professor of Education, University of Akron, Ohio.

"The motion picture film and videotape can be used with college students in lieu of direct classroom observation without loss in the development of understandings." Advantages and obstacles are discussed.

6444. PHELPS, ROBERT

"On Producing Films as Teaching Aids." Indus. Arts & Voc. Educ., 52:42+, April 1963. Author: English Department, Stout State College, Wisconsin.

At Stout State College students not only watch and learn from films in the classroom, but some actually assist with the production of films made on campus or on location. These students have learned rudimentary film production and some have gone on to produce simple presentations for the schools in which they are now teaching.

6445. TYO, JOHN HENRY

"Motion Picture Production Courses at Selected Institutions: A Comparative Analysis." AV Commun. Review, 10:195-200, May-June, 1962. Author: System Development Corporation, Los Angeles.

A study of film production training at the ten institutions in the United States offering the most film production courses. Interviews with teachers and administrators yielded information about type and numbers of courses offered and in general how they are conducted. The author concludes with recommendations for improving instruction in motion picture production.

6446. VANDERMEER, A. W.

"Meaning of 8mm Sound Film for Education: Teacher Education." Educ. Screen & AV Guide, 41:76-77, February 1962. Author: Not identified.

"With its comparatively easy and economical potential, the 8mm sound film should make it possible for teacher educators in nearly every college to produce films which record the performance of outstanding teachers for showing in methods courses." The author points out that 8mm film can also be used for breaking away from the ethnocentric view of education, to record samples of student teaching performance, and to show real life applications of the laws of learning and of child development.

SEE ALSO NOS. 1924-1943, 3308-3311, 4698, 4716, 4741, 4785, 4805, 4881, 4946, 5124, 5147, 5176, 5187, 5299, 5349, 5353, 5379, 5436, 5437, 5450, 5479, 5482, 5483, 5484, 5503, 5535, 5538, 5543, 5578, 5586, 5587, 6789, 6806, 6919.

3. RADIO

SEE ALSO NOS. 1944-1950, 4781, 4785, 4794, 4806, 4807, 5151.

4. RECORDINGS
(Nos. 6447-6451)

6447. ANDRETTI, SERGEY N.

"Extra Dividends from an Audio Laboratory." Educ. Screen & AV Guide, 42:622-623, November 1963. Author: Director, Language Laboratories, Michigan State University.

The language laboratory at Michigan State University is used by many departments which have recognized that the tape recorder can be as useful a tool in their work as it is in foreign language instruction. These various uses involving the reproduction of sound are discussed, as well as the use of the laboratory for training language teachers in laboratory operation, in addition to training them in a language.

6448. DeBAZAR, BEVERLY MOEN
"Drama Tapes: A Transitional Device for Foreign Language Students." Audiovisual Instr., 7:280-281, May 1962. Author: Teacher of German and Spanish, San Juan High School, Citrus Heights, California.

How to prepare and use tapes of modern dramas in teaching literature to beginning foreign language students. "Drama tapes offer students a sound method of continuing their language learning as they make the transition into the literature."

6449. ELKINS, DEBORAH, and HICKERSON, THELMA
"The Use of the Tape Recorder in Teacher Education." Jour. Teach. Educ., 15:432-8, December 1964. Authors: (1) Associate professor, Queens College, City University of New York; (2) Assistant Principal, New York City Public Schools.

A plan for use of tapes by students, cooperating teachers, and college instructors and creation of a library of tapes to serve both the professional college classes and the school staff.

6450. HAWKINSON, BRUCE
"Tape Grading Links Instructor's Help to Students." Wis. Jour. Educ., 97:7, October 1964. Author: English Instructor, Wisconsin State University, Platteville.

"Students learn writing best when their writing is well graded." The author suggests the use of a tape recorder in grading themes to partially eliminate the weakness in teaching the larger elements of composition. The procedure and its advantages are discussed.

6451. POPHAM, W. JAMES
"Tape Recorded Lectures in the College Classroom--II." AV Commun. Review, 10:94-101, March-April 1962. Author: Director of Bureau of Educational Research, San Francisco State College, California.

"An experiment was carried out which contrasted the effectiveness of a conventional instructional method versus a method based upon tape recorded lectures plus student-led discussions. . . . On the basis of group performance on several criterion measures, no significant differences between the conventionally-taught and the tape-taught students were found."

SEE ALSO NOS. 1951-1966, 3312-3316, 4698, 4785, 4805, 5147, 5162, 5178, 5182, 5186, 5187, 5207, 5209, 5238, 5292, 5307, 5323, 5373, 5390, 5501, 5551, 5593, 6729, 6735, 6751, 6754.

5. TELEVISION

(Nos. 6452-6497)

6452. ABRAMS, LEONARD S.
"A Comparison of the Teaching Effectiveness of Some Methods of On-Campus Supplementation of the Telecourse Atomic Age Physics." Ph. D. dissertation, New York University, 1961. Abstract in Diss. Abstracts, 23:121, 1962.

Compared television-supplemented course with conventional class. Found no significant difference.

6453. ADKINS, EDWIN P.
"Instructional Television at Indiana State College." Teach. Coll. Jour., 34:162, 1963. Author: Vice-President and Dean of the Faculty, Indiana State College.

Discusses the introduction of television into the Indiana State College instructional program.

6454. ALEXANDER, F. D.
"Teaching Fundamental Concepts of Mathematics of the College Level by Closed-Circuit Television." Math. Teacher, 56:627-631, December 1963. Author: Nacogdoches, Texas.

Experiment comparing lecture presentations in mathematics at the college level over closed-circuit television with the same lecture presented by an instructor in a live classroom situation.

6455. ALTENHEIN, MARGARETE RECKLING
"CCTV or Classroom Observation, Which Shall It Be?" Peabody Jour. Educ., 40:290-300, March 1963. Author: Hunter College, New York City.

"Although due recognition was accorded CCTV, the response of all students showed that more had been gained from observation in a classroom than via CCTV." The author compares the advantages of CCTV over classroom observation and the advantages of classroom over CCTV observation, with questions to be taken into consideration before deciding one way or the other.

6456. ANDERSON, LOIS D.
"Telecourse in Nursing." Amer. Jour. Nursing, 64:79-82, July 1964. Author: Coordinator of the Video Nursing Education Program, Twin City Area, Minnesota.

Five schools of nursing with an enrollment of 315 freshman students pooled their resources to provide instruction in four subjects by television. The author describes why this approach to teaching has been successful and why it is expanding.

6457. BERG, RODNEY
"Television." Jun. Coll. Jour., 32:538-40, May 1962. Author: President, Everett Junior College, Washington.

This is the recorder's summary of a discussion at the 1962 annual meeting of American Association of Junior Colleges. A highly competent panel presented an instructive and enthusiastic endorsement of television instruction. They pointed out that television instruction, although it could be a problem in itself, offered promise for a solution to many problems facing higher education.

6458. BLACKBURN, T. E.
"Marquette Experiments With CC-TV." Cath. Sch. Jour., 63:54-6, May 1963. Author: Editor, The Marquette Magazine.

"Television promised to help meet the problem of the teacher shortage."

Discusses teacher's adjustments to TV teaching, the problems of feedback, cost, and intercollegiate TV.

It is felt that TV teachers must maintain their classroom contacts to keep their feel for the problems of students.

6459. BLAIR, CHARLES V.
"Closed-Circuit Television-One Answer." Amer. Sch. Board Jour., 148:53-4, February 1964. Author: Director of the news bureau of the University of Akron, Ohio.

"How do you provide front-row seats for an expanding student body and expose them to the talents of your master professors?"

Mr. Blair explains how CCTV was installed at the University of Akron, and reports on its development and growth. The overall reaction by faculty involved with CCTV is that the new facilities enable them to do a better job.

6460. BLATHERWICK, A. A.
"Teaching Mechanics via Closed-Circuit Television." Jour. Eng. Educ., 52:311-24, February 1962. Author: Department of Aeronautical Engineering, University of Minnesota.

"The courses in experimental mechanics, statics, and mechanics of materials can be taught via closed-circuit TV without handicapping the students, and in fact some improvement in effectiveness may result."

6461. BROADRICK, KING; McINTYRE, CHARLES J.; and MOREN, RICHARD
"TV Teacher's Report." Speech Teacher, 11:153-7, March 1962. Authors: (1) Associate Professor of Speech, (2) Associate Professor of Education, and (3) Research Assistant, all at University of Illinois, Urbana.

Brief report on a pilot study in the use of closed-circuit television to handle larger speech course enrollments. Pros and cons of such a course are reported in the findings of the study.

6462. DUPRE, HUNTLEY
"A Comparative Study of An Introductory Geography Course on ETV and in the Classroom." Science Educ., 46:27-37, February 1962. Author: Macalester College, Minnesota.

A study designed to discover the teaching effectiveness and learning retentiveness in teaching an introductory course in geography in the live classroom and over educational television. Includes statistical analysis of results.

6463. EDDY, EDWARD D., JR.
"The Trouble is not in Your Set: Can ETV Help Higher Education?" Educ. Record, 44:386-90, October 1963. Author: President, Chatham College, Pennsylvania.

The growth and development of educational television are examined in light of the new demands placed on higher education and the effects on teaching loads, research, and services.

"Can educational television counteract the rush toward acceleration in such a way that it will prevent the exhaustion of both students and faculty members?"

6464. ENGBRETSON, WILLIAM, and McDOUGAL, RUSSELL P.
"Instructional Television for Teacher Education." Teach. Coll. Jour., 34:172-77, 1963. Authors: (1) Dean of the School of Education; (2) Director of Audio-Visual Education, both of Indiana State College.

Debates whether or not Indiana State College should develop closed-circuit television for teacher education purposes. Views closed-circuit television as an opportunity to improve teacher education.

6465. ERICKSON, CLIFFORD G.
"Chicago's T. V. College." Jun. Coll. Jour., 33:22-4+, May 1962. Author: Executive Dean of Chicago City Junior College, Illinois.

This is a report on Chicago City Junior College's use of the television medium in improving its instructional program and extending educational opportunities to all of the citizens. Findings indicate that T. V. teaching is feasible if the viewing audience is sufficiently large.

6466. EURICH, ALVIN C.
"The Commitment to Experiment and Innovate in College Teaching." Educ. Record, 45:49-55, Winter 1964. Author: Vice-President, The Fund for the Advancement of Education.

The author is concerned with the lack of appreciation for educational television by faculty. "Clearly, a very large majority of our institutions of higher learning and faculty members have no commitment to change or to improve college and university teaching." He lists some reasons for the resistance to change and attacks some assumptions which support those reasons.

6467. GOETZINGER, CHARLES, and VALENTINE, MILTON
"Faculty Attitudes Toward Educational Television: A Survey Report and Preliminary Analysis." Speech Teacher, 12:127-30, March 1963. Authors: Associate Professors of Speech, University of Colorado.

Reports negative faculty reaction to ETV.

6468. HAINES, FRANCIS D., JR.
"TV on a Shoestring." Improv. Coll. and Univ. Teach., 11:82-83, Spring 1963. Author: Associate Professor of Social Sciences, Southern Oregon College.

Describes a course successfully offered by television through cooperation of a college and a commercial TV station, without special subsidy. Both credit and non-credit viewers participated. The course was entitled "History of the Pacific Northwest." The institution was Southern Oregon College; the television station was KBES in Medford, Oregon.

6469. HANEY, CAPTAIN JOHN B.
"Compact Television for Local Instruction." Audio-visual Instr., 8:304-307, May 1963. Author: Chief of Television Division in the Directorate of Instructional Research, U. S. Air Force Academy.

Describes the use of a compact television system, operated by the instructor, not TV technicians, at the U. S. Air Force Academy. "The whole point is that compact television production provides at moderate cost and low-overhead an alternative means of presenting televised instruction."

6470. HOLLOWAY, BIRDIE H.
"A Music Telecourse for Classroom Teachers." Music Educ. Jour., 49:61-4, January 1963. Author: Head, Music Education Department, The Woman's College, The University of North Carolina at Greensboro.

The author describes her experience in teaching a telecourse for teachers, a two-hour college credit course in the philosophy, materials, and methods of conducting music in the classroom. The course has been offered four times on open-circuit television. She answers questions about how to plan, maintain interest, and evaluate the effectiveness of the presentations.

6471. JAMES, ROBERT W.
"Preexisting Attitudes of College Students to Instructional Television." AV Commun. Review, 12:325-336, Fall 1964. Author: Professor of Sociology, University of Maryland.

"Three measures of attitudes or capacity of students enrolled in a social science course were correlated with their preferences for televised or classroom lectures after they had been exposed to televised lectures in the course. . . . All measures showed a positive statistical correlation with preference for televised lectures."

6472. JAMES, ROBERT W.
"The Televised Lecture as a Conservative Innovation in the Instructional Environment." Educ. Theory, 13:285-293+, October 1963. Author: Associate Professor of Sociology, University of Illinois, Urbana.

The author presents evidence from an introductory social science course that the televised lecture does not, from the viewpoint of the student, noticeably modify the instructional environment. "The fear that the use of television will have a deleterious effect upon the student-instructor relationship as a source of student learning is not supported by these findings."

6473. KINSINGER, ROBERT E.
"Stretching Instructional Talent." Jun. Coll. Jour., 35:22-5, October 1964. Author: State Director for the Associate Degree Nursing Project for the University of the State of New York.

"Pioneering experimentation with closed-circuit television for clinical instruction has opened up an apparently limitless field for innovation and improvement of the teaching-learning process." The development of a relatively inexpensive videotape recorder should stimulate junior colleges to more experimentation.

6474. KUIPERS, RAY HARRY
"A Comparison of Student Perceptions of Televised and Conventional Instruction." Ed. D. dissertation, Wayne State

University, Michigan, 1961. Abstract in Diss. Abstracts, 22: 4221, 1962.

An investigation of whether teachers modify their teaching techniques because of certain demands of the television medium, and as a result increase student motivation, commitment, and identification, and decrease social distance.

6475. LANDSMAN, TED, and LANE, DAVID

"AV Media, Yes: Depersonalization, No." Audiovisual Instr., 8:24-28, January 1963. Author: Faculty, University of Florida.

Describes the use of video tape in counselor education. It is used to record role-playing performances by students of counseling. After each student has played both counselor and counselee, he has an opportunity to see himself on the television screen as others see him, and to assess his own effectiveness, not only in his verbal behavior but also in facial and bodily movements.

6476. LANE, BENNIE RAY

"An Experiment with Programed Instruction as a Supplement to Teaching College Mathematics by Closed-Circuit Television." Ph. D. dissertation, George Peabody College for Teachers, 1962. Abstract in Diss. Abstracts, 23:3817, 1963.

Compares three methods of supplementing a lecture on college mathematics presented via closed-circuit television. Programed material was found more effective than either the classroom discussion method or the televised problem session.

6477. LANE, BENNIE RAY

"An Experiment with Programed Instruction as a Supplement to Teaching College Mathematics by Closed-Circuit Television." Math. Teacher, 57:395-97, 1964. Author: George Peabody College for Teachers.

The question is, "How best to supplement televised instruction?"

6478. McINTYRE, CHARLES J.

"A Televised College Economics Course." Audiovisual Instr., 9:684-685, December 1964. Author: University of Illinois.

Description of a three-credit, one-semester television course in the introductory principles of economics for non-economics majors. The course was developed at the University of Illinois under a grant from the Ford Foundation.

6479. "Many Uses for Closed Circuit Television." Cath. Sch. Jour., 63:57, May 1963.

Brief report on experimentation with closed-circuit television at the University of Chicago's Department of Education.

6480. MINGOIA, EDWIN

"Mary Sontag, Teledent." Educ. Screen & AV Guide, 41: 199-200, April 1962. Author: School Consultant for the Elk Grove, California, Unified School District.

This is an optimistic look at the future of CETV (College Education Television.) It is felt by the author that, in the face of the population explosion, television could and should provide a liberal arts education to many students for whom the doors of higher learning are shut. The article discusses what the students will expect and how the television producers can meet those expectations.

6481. MOSTELLER, FREDERICK

"Continental Classroom's TV Course in Probability and Statistics." Math. Teacher, 56:407-413, October 1963. Author: Harvard University.

A report on experiences in teaching over a national television network. Discusses preparation of visual demonstrations, and personal views.

6482. MOULDS, HENRY

"Why Have Teachers at All?" North Cent. Assoc. Quart., 37:171-173, Fall 1962. Author: Professor of Philosophy, Kent State University, Ohio.

"Contemplating the possibilities of instructional television on the college level, I have been willing to consider the next step: doing away with the teacher altogether in general requirement courses, the courses that get the heavy enrollment. I am serious!"

6483. NEARING, CHARLES LYNN

"The Use of Kinescope Recordings for Observation of Classroom Situations in a Beginning Teacher Training Course." Ph. D. dissertation, Michigan State University, 1962. Abstract in Diss. Abstracts, 23:1282, 1962.

Study of educational outcomes of observations by kinescope recording and by field trip compared. Six instruments used; few significant differences found.

6484. NELSON, DONALD E.

"The Use of Closed Circuit Television in Teaching." Amer. Jour. Pharm. Educ., 28:741-748, December 1964. Author: Director, Radio and Television Center, University of Connecticut.

Writer describes the closed circuit television facilities at University of Connecticut and discusses the problems and results of teaching by closed circuit TV.

6485. RICH, OWEN STERLING

"A Study of Comparative Effectiveness and Acceptance of Eidophor Large Screen Television for College Level Instruction." Ed. D. dissertation, The Pennsylvania State University, 1963. Abstract in Diss. Abstracts, 24:3235.

Compares Eidophor large screen television with closed circuit television using 24-inch viewing screens.

6486. ROSENTHAL, ALAN

"Lecturing By Television: California Experiment." Times Educ. Supp., 2536:939, December 27, 1963. Author: Professor, San Francisco State College,California.

Report on a project to investigate the general possibility of improving teaching methods in a science course on closed-circuit television. Discusses programming and "shooting," as well as organization of the course.

6487. SANEHOLTZ, BETTY JEAN, and KEISER, MARJORIE

"ITV Cries for the Creative Approach." Jour. Home Econ., 56:329-331, May 1964. Authors: Instructor and Demonstrator, and Head of the Home Economics Department, Kent State University, Ohio.

This article is intended to help the lecture-demonstrator make the transition from the classroom to instructional television. It explains how the home economics and television departments at Kent State University in Ohio made the transition.

6488. SCHRAMM, WILBUR

"Learning from Instructional Television." Review Educ. Research, 32:156-67, April 1962. Author: The Institute for Communication Research, Stanford University, California.

Gives a summarization of the results of 393 comparisons of instructional television with classroom teaching in schools and colleges and teacher attitudes toward instructional television.

6489. SCHUELER, HERBERT; GOLD, MILTON J; and STOLLER, NATHAN

"Television: Research and Demonstration Tool." Theory Into Practice, 3:9-11, February 1964. Authors: (1) Director, Teacher Education Program; (2) Professor of Education; (3) Coordinator, Student Teaching; all of Hunter College, New York.

The authors describe several carefully designed programs of research and evaluation on the use of television in the teacher education program at Hunter College. These include student-teaching evaluation, observation techniques, and implications of TV recordings for research.

6490. SCHUELER, HERBERT; GOLD, MILTON JR.; and MITZEL, HAROLD E.
"The Use of Television for Improving Teacher Training and for Improving Measures of Student-Teaching Performance: Phase I. Improvement of Student Teaching." AV Commun. Review, 12:491-492, Winter 1964. Authors: all at Hunter College, New York.

The purpose of this study was "to test the usefulness to student teachers of kinescope recordings of their own performances. . . . No significant differences were found in the effects of the. . .methods."

6491. SCHUSSMAN, MYRON H., and DIAMOND, ROBERT M.
"The Shortest Half Hour on Television." Educ. Screen & AV Guide, 41:196-198, April 1962. Authors: (1) Assistant Superintendent for Instruction, Santa Clara County Office of Education, San Jose, California; (2) Instructional Television Program Supervisor and Associate Professor of Education, San Jose State College, California.

This is a discussion of the in-service education of teachers in the Santa Clara Valley of California by means of the instructional television center at San Jose State College. In-service training through the San Jose programs is more than improvement of methods and techniques. The premise of operation is that knowledge is expanding and fields of study changing so that even the most competent teacher must be re-educated in the basic content areas at least twice during a teaching career. The advantages of television training are discussed.

6492. SEBESTA, LT. COL. ARTHUR J.
"The West Point AV Story: Using Closed-Circuit Television." Educ. Screen & AV Guide, 43:26-27, January 1964. Author: United States Military Academy.

This article outlines the development and use of closed-circuit television at the U. S. Military Academy. Different applications are explained, ranging from large group to student-station presentation, and including fire-power demonstrations and lectures on fluid mechanics.

6493. SHANK, JACK
"A College Course Via Commercial Television." Adult Lead., 11:145-6, November 1962. Author: Assistant Director of Adult Education in Meridian, Mississippi.

The author reports on the use of Commercial television by Meridian Junior College; the first program; pilot lecture; audience survey; and, finally, implementation of the course.

6494. SYRACKI, B. JOHN, and WALLIN, RUSSELL S.
"A Two-Year Study of Teaching Human Biology via Television." Science Educ., 46:379-84, October 1962. Authors: State University College, Brockport, New York.

Report on a study to determine how instructional television may be used to reduce presentation time effectively and to develop evaluative techniques for ascertaining the effectiveness of instruction of human biology via closed circuit television as compared with instruction by the instructor present in the classroom.

6495. TANNER, DANIEL, and WAERDEHOFF, FRANK J.
"Profiles of Instructional Methodology for Selected Television Courses." School Review, 72:201-208, Summer 1964. Authors: (1) Associate Professor of Education, Northwestern University; (2) Purdue University.

The authors offer a criticism of instructional methodology in educational television. They report a study of "internal" methods to determine the nature and extent of visualization employed in selected television courses.

6496. WEISS, DAVID
"Closed-Circuit Television and Teacher Education." Educ. Forum, 26:229-31, January 1962. Author: Chairman, Modern Language Department, Brooklyn Technical High School, and Coordinator of the Foreign Language Institute of Hunter College, New York, during the summer session.

The author presents an assessment of the relative merits of closed-circuit television as a tool for teacher preparation and in-service training. Differences are reported and evaluated between direct classroom observations and television observations.

6497. WOODWARD, JOHN C.
"The Use of Television in Teacher Education." Jour. Teach. Educ., 15:56-60, March 1964. Author: Director of Evaluation, University of Miami, Coral Gables, Florida.

Discusses the using of closed-circuit television observation of public school classrooms in place of part of the actual in-person observation.

SEE ALSO NOS. 1967-2046, 3317-3431, 3769, 3924, 3935, 3970, 4117, 4535, 4537, 4559, 4675, 4698, 4713, 4716, 4732, 4734, 4736, 4741, 4751, 4765, 4767, 4782, 4785, 4794, 4806, 4807, 4824, 4826, 4946, 4960, 4980, 5029, 5077, 5105, 5124, 5132, 5137, 5139, 5140, 5141, 5142, 5162, 5169, 5172, 5191, 5200, 5201, 5203, 5206, 5224, 5290, 5314, 5324, 5325, 5349, 5352, 5353, 5355, 5363, 5369, 5370, 5374, 5379, 5387, 5398, 5401, 5402, 5441, 5443, 5447, 5448, 5449, 5450, 5460, 5468, 5475, 5478, 5479, 5481, 5486, 5525, 5532, 5534, 5536, 5544, 5547, 5575, 5580, 5581, 5599, 5602, 5611, 5613, 5621, 5625, 5628, 5650, 5950, 6288, 6364, 6788, 6850, 6881, 6884, 6929, 6936, 6990, 6992, 6995.

C. CASE

(Nos. 6498-6503)

6498. BROADHEAD, WILLIAM RAY
"A Study of the Use of Simulated Materials as a Method of Instruction in Educational Administration." Ed. D. dissertation, Washington State University, 1963. Abstract in Diss. Abstracts, 25:1673.

Reports on: (1) extent and use of simulated materials, (2) evaluation procedures, (3) planning activities, (4) strengths and weaknesses of this method, and (5) opinions of instructors and administrators.

6499. GREER, THOMAS V. and STAFFORD, JAMES E.
"Application of the Case Method to Business Education." Journal of Business Education, 39:241-3, March 1964. Authors: Both at The University of Texas.

The author discusses the case method as a means of bridging the gap between classroom training and actual business practice. The uses, limitations, advantages and disadvantages of the case method are given consideration.

6500. HUNTER, ELIZABETH
"Using the Case Method in Teacher Education." Teach. Coll. Jour., 35:194-8, 1964. Author: Assistant Professor of Education, University of New Hampshire.

Analyses the use of the case method and role of the teacher in teacher education.

6501. McKEEGAN, HUGH FRANCIS
"Assessment of a Graduate Level Self-Teaching Technique Based on a Combination of a Programed Instruction and the Case Method." Ed. D. dissertation, University of Pittsburgh, 1963. Abstract in Diss. Abstracts, 25:2366.

An experimental evaluation of the programed case study overt response approach, the programed case study covert response approach, and the case study discussion approach as graduate level teaching techniques.

6502. SCHOEN, STERLING H., and HILGERT, RAYMOND L.
"Small Group Case Study." Improv. Coll. & Univ. Teach., 12:31-35, Winter 1964. Authors: (1) Professor, and (2) Assistant Professor; both at Washington University, Missouri.

Describes in some detail an experimental small group case study program in the business school at Washington Universtiy. Planning, objectives, procedures and problems, and student evaluation, are discussed. "The experimental small group [case] study program in teaching of Personnel Management at Washington University, in the opinion of both students and instructors, was a success." "The program as basically designed could probably be implemented for any course in which the case study method is deemed applicable."

6503. VESPER, KARL H.
"On the Use of Case Studies for Teaching Engineering." Jour. Eng. Educ., 55:56-7, October 1964. Author: Director of Case Development, Design Division, Department of Mechanical Engineering, Stanford University, California.

"What significance has the Case Method for teaching engineering?"

SEE ALSO NOS. 2047-2056, 3432-3434, 3790, 5336, 5340, 5394, 5408, 5459, 5564, 5567, 5568, 5570, 5592, 5593, 5596, 5620, 6889, 6975.

D. COOPERATIVE
(No. 6504)

6504. MacFARLANE, RUTH
"Our Community is Our Classroom." Jun. Coll. Jour., 34:8-11, April 1964. Author: Professor, Pasadena City College, Pasadena, California.

"Five thousand, two hundred hours of volunteer work donated by one hundred and fifteen sociology students to twenty-three community agencies." Author and colleague accept work experience in lieu of outside readings. Results? Gain for all concerned.

SEE ALSO NOS. 2057-2078, 3435-3436, 5333.

E. DEMONSTRATION

SEE ALSO NOS. 2079-2085, 4742, 4758, 4810, 5325, 5394, 5476, 5536, 5542, 6455.

F. DISCUSSION
(Nos. 6505-6512)

6505. DALY, L. J.
"Discussion Techniques Employed in the Medieval University." Cath. Educ. Review, 62:441-8, October 1964. Author: Editor of Manuscripta, a journal devoted to manuscript studies.

This is a report on the duties of medieval professors, and the formation of scholars. The two chief duties of the professor were to lecture and discuss. The author describes the kinds of disputations (discussions) and the procedure of disputation with an example from the Thirteenth Century.

"The medieval university professor believed that his student never understood a problem or question unless he had discussed and disputed it."

6506. HOFFMAN, ROBERT
"A Required Philosophy Course." Jour. Higher Educ., 35:247-251, May 1964. Author: Lecturer, Department of Philosophy, Brooklyn College, City University of New York.

"This paper concerns three questions: Should the liberal-arts college require its students to take a philosophy course? What should be the content of that course? How should the course be taught?" According to the writer, the answer to the first question is "Yes." The answer to the second question is "philosophical problems." In answer to the third question the author says, "The teacher must get the student to know his own mind; that is, what he believes, why he believes it, and whether or not it is worth believing. Except in unusual circumstances, discussion is the only means to this end."

6507. "The Idea of a University: Spiritual and Material Needs." Times Educ. Supp., 2587:1135, December 18, 1964.

"Discussion is probably the most important part of university teaching." Comments on the objectives of undergraduate study and student-staff relations.

6508. POWELL, JOHN P.
"A Cure for Intellectual Cripples." Improv. Coll. & Univ. Teach., 12:99-101, Spring 1964. Author: Research School of Social Sciences, Australian National University.

Sees great potentials in leaderless discussion groups of students. "Here is a means of improving the quality of undergraduate learning, accelerating the student's growth towards intellectual maturity and independence of mind, while at the same time declaring our faith in his ability to advance himself in the world of learning. At a time of crisis in higher education we would be foolish to ignore its potentialities."

6509. REITER, HENRY H.
"Small Group Discussion and Modification of Attitudes." Improv. Coll. & Univ. Teach., 12:24-25, Winter 1964. Author: Instructor in Psychology, C. W. Post College, New York.

"All of us know the importance of improving student attitudes and the difficulties involved." This article describes a program of orientation "through small group discussion." "It was concluded that certain attitudes of college students may change. . .at least partially as a result of an Orientation Program which employed small discussion groups."

6510. ROBINSON, JACK H.
"Effects of Teaching with Science Articles." Science Educ., 47:73-83, February 1963. Author: College of Education, University of Puerto Rico.

An educational experiment to determine some effects of reading and discussing popular science articles, as a part of a general education course in physical science. Discusses promotion of "science understanding" but lack of development of "science reasoning."

6511. STOUT, D. G.
"Improving My Instruction." Improv. Coll. & Univ. Teach., 10:40-41, Winter 1962. Author: Professor of Sociology, East Tennessee State College.

"I shall strive more than ever to engage the student in class participation and, more specifically, in sustained intellectual activity." To this end the writer sets forth a "this-I-do-believe" classroom credo of ten points.

6512. WETZLER, WILSON F.
"Brainstorming in the College Classroom." Improv. Coll. & Univ. Teach., 10:34-36, Winter 1962. Author: Dean, Manatee Junior College, Florida.

"Critical thinking can be so severe that many a good idea may die a-borning. Brainstorming encourages the flow of ideas in order that out of the many some of the good ones may be kept." "Brainstorming can be a new adventure each time it is tried in the classroom, and learning is advanced."

SEE ALSO NOS. 2086-2108, 3437-3445, 3869, 4156, 4157, 4682, 4708, 4724, 4725, 4732, 4734, 4736, 4742, 4772, 4922, 4945, 5011, 5057, 5285, 5286, 5387, 5428, 5429, 5433, 5545, 5547, 5549, 5551, 5552, 5555, 5560, 5561, 5570, 6514, 6519, 6529, 6592, 6965, 6967.

G. INDIVIDUAL

(Nos. 6513-6521)

6513. BARBER, C. L.
"More Power to Them: Independent Study Experiments." Superior Student, 4:10-13, March, 1962. Author: Department of English, Amherst College, Massachusetts.

Report on a non-honors teaching approach, which emphasizes the student-faculty relations in honors seminars, colloquia, and independent study. Discusses project rationale and the "complex interplay of teacher, student, and subject."

6514. BASKIN, SAMUEL
"Experiment in Independent Study (1956-1960)." Jour. Exp. Educ., 31:183-185, December 1962. Author: Director of Educational Research and Associate Professor of Guidance and Psychology, Antioch College, Ohio.

The author reports on a test of two hypotheses: (1) students in independent study courses would learn as much as those taking regular lecture-discussion instruction, (2) students in independent study courses would be as satisfied as those taking regular lecture-discussion courses. The study also considered the amount of instructional time used under both methods of instruction.

6515. BASKIN, SAMUEL
"Independent Study: Methods, Programs, and for Whom?" In Current Issues in Higher Education, 1962 (No. 5685), 65-68. Author: See No. 6514.

A discussion of the place of independent study in the undergraduate curriculum and of the role of the teacher in such a program. "While the teacher's job is different, it is no less difficult, for he must play a crucial role in preparing students for working on their own. He is here conceived as the designer and manager of learning opportunities for his students, rather than as the provider and dispenser of what is to be learned."

6516. COLES, WILLIAM E., JR.
"The Unteachables." Jour. Higher Educ., 35:76-78, February 1964. Author: Assistant Professor of English, Amherst College, Massachusetts.

Enjoins the student to assume greater responsibility for his own education. The student "can protest against learning what he is learning; he can lament the fact that he cannot learn the unlearnable. But when he protests against what he learns in the name of what cannot be learned, he has put himself first in the position of disparaging how he came to see there was something beyond education to begin with; and second in the position of assuming that there is someone able to teach him, or some way he can teach himself what in fact can be neither taught nor learned. The student has confused . . .two kinds of learning and two kinds of teaching, or more widely, education with experience, order with chaos. The confusion is fatal to an understanding of what other people can do for him as compared with what he has to do for himself."

6517. COLWELL, DELL McDONALD
"The Effectiveness of Self-Instructional Techniques in Teaching Selected Phases of an Introductory Course in Audio Visual Education." Ed. D. dissertation, State University of South Dakota, 1963. Abstract in Diss. Abstracts, 24:4565.

6518. FELDER, DELL
"Independent-Study Practices in Colleges and Universities." Jour. Higher Educ., 35:335-338, June 1964. Author: Assistant Professor of Secondary Education, University of Houston, Texas.

"The unique characteristic of independent study as an instructional method is that it delegates to the student primary responsibility for his own learning. Theoretically, at least, it is assumed that the student has no obligation to attend class, nor is he expected to structure his work in terms of the usual assignments demanded of him in regular courses. By definition, independent study frees the student from the usual requirements set for him in course work and permits his unrestricted investigation into the subject of his choice." In the spring of 1963 the writer examined independent-study practices in American colleges and universities. Two-thirds of the four-year institutions included in the study had independent-study programs. In general, teachers seem pleased with them.

6519. LEUBA, CLARENCE
"Using Groups in Independent Study." Improv. Coll. & Univ. Teach., 12:26-30, Winter 1964. Author: Professor of Psychology, Antioch College, Ohio.

As is well-known, Antioch College makes considerable use of independent study. This article reports in considerable detail on the advantages of supplementing independent study with small group meetings led by students. "A large and increasing majority of the students (two-thirds to four-fifths of them) felt that these student-led discussions were worthwhile."

6520. SCHILLING, HAROLD K.
"Independent Study and Research In the Undergraduate Physics Curriculum." Jour. Gen. Educ., 14:22-37, April 1962. Author: Professor of Physics and Dean of the Graduate School, The Pennsylvania State University.

"The teaching and learning of physics are incomplete and inadequate unless they include, to a significant extent, student experience in independent study and research."

The paper is divided into eight sections. Those dealing with a definition of techniques or methods are:

IV. Independent Study
VII. On the Teaching of Research

6521. TAFT, MARTIN I.
"The Socratic Method: Extrapolation to Engineering Education." Jour. Eng. Education, 54:346-9, June 1964. Author: Assistant Professor of Engineering, Los Angeles State College, California.

"There is no doubt that the successful development and implementation of such a group of problem-solving courses will require a prodigious amount of work and a persistent dedication to the ideals of good teaching on the part of the college faculty. Since this method demands a maximum of creative effort on the part of the student, we cannot demand less from his professors."

SEE ALSO NOS. 2109-2132, 3446-3453, 3781, 3782, 3783, 3784, 4098, 4102, 4535, 4593, 4682, 4699, 4701, 4709, 4716, 4724, 4732, 4736, 4804, 4986, 5134, 5210, 5322, 5325, 5340, 5382, 5405, 5415, 5431, 5453, 5545, 5552, 5731, 6436, 6527, 6570, 6617, 6705, 6762, 6872, 6930, 6932, 6970.

H. LABORATORY

(Nos. 6522-6530)

6522. BODIN, JEROME I.
"The Purpose of the Laboratory in Pharmaceutical Education." Amer. Jour. Pharm. Educ., 26:520-2, Fall 1962. Author: Director, Drug Standards Laboratory, A. Ph. A. Foundation, Washington, D. C.

"The purpose of the laboratory in pharmaceutical education is to provide an environment in which the student can be exposed most effectively to various materials, equipment, and techniques."

6523. HAMMERMAN, WILLIAM M.
"The Outdoor Laboratory." Improv. Coll. & Univ. Teach., 12:44-45, Winter 1964. Author: Coordinator of Outdoor Edu-

cation, San Francisco State College, California.

Suggests the "vast potentialities of learning experience outside the classroom and off campus." Lists several ways in which outdoor laboratories may be used. Reports "over sixty such programs in existence today." Believes along with E. V. Pullias that outdoor education may bring "a desperately needed new dimension to man's attempt to educate himself."

6524. HOFFMAN, HOWARD S.

"The Analogue Lab: A New Kind of Teaching Device." Amer. Psych., 17:10:684-694, October 1962. Author: Pennsylvania State University.

"This paper describes an inexpensive device which can be used to supplement the training of students in the methods of the behavioral scientist. . . . The major portion of this paper is concerned with illustrating the range and variety of research experience which the device makes available to the student."

6525. LARSON, HARVEY ALBERT

"An Evaluation of Laboratory Teaching Methods For a Beginning College Course on Principles of Accounting." Ph. D. dissertation, University of Minnesota, 1962. Abstract in Diss. Abstracts, 24:200, 1963.

Compares "neglected," "regular," and "enriched" treatments of students in a beginning college accounting course. Further analyses were made to take into consideration laboratory treatment, sex, and high school bookkeeping experience.

6526. LEVY, GERHARD, and GUMTOW, ROBERT H.

"Meaningful Evuation of Pharmaceutical Preparations in the Undergraduate Student Laboratory." Amer. Jour. Pharm. Educ., 28:199-204, Spring 1964. Authors: (1) Associate Professor of Pharmacy and Biopharmaceutics and (2) Instructor in Pharmaceutics, both at State University of New York at Buffalo.

"It is our opinion that grading of students' work should not be solely or even primarily for administrative (book-keeping) purposes. Rather, the evaluation process, which leads to the assignment of grades, should be used as an important and essential teaching tool."

6527. RIGGS, VIRGIL MAYNARD

"A Comparison of Two Methods of Teaching College General Chemistry Laboratory." Ed. D. dissertation, Oklahoma State University, 1961. Abstract in Diss. Abstracts, 23:165, 1962.

Compared use of laboratory manual with the solution of research-like problems. Found no difference in effectiveness.

6528. THORNTON, RICHARD D.

"Take-Home Laboratories." Jour. Eng. Educ., 52:554-8, May 1962. Author: Department of Electrical Engineering and Research Laboratory of Electronics, Massachusetts Institute of Technology.

The development of an inexpensive take-home electronics laboratory kit has made possible a substantial increase in the flexibility of the teaching of laboratory subjects. This article describes the kit and discusses its application to academic teaching and research.

6529. VAVOULIS, ALEXANDER

"Lecture vs. Discussion." Improv. Coll. & Univ. Teach., 12:185-189, Summer 1964. Author: Assistant Professor of Chemistry, Fresno State College, California.

"Among the many areas of education that have been debated, lecture versus discussion has certainly been of great interest. This article is a debate between a Discussion team and a Lecture team." Neither antagonist wins; neither loses.

6530. WOOD, BERNARD D.

"Imagination Can Save the Mechanical Engineering Laboratory." Jour. Eng. Educ., 54:352-4, June 1964. Author: Associate Professor of Mechanical Engineering, Syracuse University, New York.

Open ended problems which allow the students to seek solutions in any direction they choose can result in rich experiences for the students.

SEE ALSO NOS. 2133-2149, 3454-3461, 4654, 4655, 4657, 4708, 4732, 4736, 4741, 4758, 4767, 4769, 4772, 4793, 4797, 4803, 4805, 4810, 4872, 5052, 5119, 5127, 5128, 5131, 5138, 5143, 5145, 5151, 5153, 5154, 5155, 5160, 5161, 5162, 5163, 5165, 5168, 5170, 5173, 5174, 5175, 5176, 5179, 5181, 5182, 5183, 5184, 5185, 5186, 5188, 5192, 5194, 5197, 5199, 5202, 5204, 5207, 5208, 5209, 5211, 5212, 5214, 5219, 5220, 5221, 5222, 5225, 5351, 5356, 5366, 5368, 5381, 5418, 5421, 5431, 5433, 5435, 5436. 5437, 5440, 5442, 5447, 5448, 5450, 5451, 5476, 5502, 5533, 5539, 5551, 5596, 5602, 5623, 5645, 5650, 5651, 5653, 6364, 6436, 6437, 6454, 6725, 6882, 6919, 6972,

I. LECTURE

(Nos. 6531-6534)

6531. BLADEN, V. W.

"The Lecture." Improv. Coll. & Univ. Teach., 10:118-120, Summer 1962. Author: Dean, Faculty of Arts and Sciences, University of Toronto, Canada.

Still sees merit in the lecture as a viable form of teaching--provided it is well done. "The repute of the lecture as a way to teach is maintained by the power of the truly great lecturers." ". . .I am scared stiff every time I go into a lecture room, after 36 years of doing it. . .and I take it that the first year that I am able to go in to a lecture calmly, as though this was a routine procedure, is the year when the President had better say to me, 'Bladen, it is time to retire.'"

6532. DAWSON, JAMES R.

"For a Better Lecture." Improv. Coll. & Univ. Teach., 12:16-17, Winter 1964. Author: Associate Professor of Biology, Southern Oregon College.

"The writer feels that the lecture is not inherently bad. In these days of rapidly increasing enrollments this method has the advantage of being able to provide instruction for large numbers in basic courses with a minimum of faculty. In view of this, it is suggested that, rather than eliminating this instructional technique for others more costly in manpower, steps be taken to correct the weaknesses of the method and ensure the maximum fulfillment of its aims."

6533. PULLIAM, LLOYD

"The Lecture - Are We Reviving Discredited Teaching Methods?" Phi Delta Kappan, 44:382-5, May 1963. Author: engaged in research on learning theory, University of Oregon, Eugene.

The author traces the development of the lecture method, cites the research that proves its ineffectiveness, and discusses ways that it can be used properly. He makes a plea for educators to carefully evaluate student learnings from the lecture.

6534. TROTT, J. R.

"Lectures, Lecturers, and the Lectured." Improv. Coll. & Univ. Teach., 11:72-75, Spring 1963. Author: Faculty of Dentistry, University of Manitoba, Canada.

Suggests that if the lecturer does not know what a lecture is and what it is meant to do "there will be many frustrating experiences." The college teacher must ask himself, "Can this be taught or given to the student better in any other medium or method?" If so, that better medium or method should be used. Nevertheless, the writer insists, ". . .the lecture, used in the right context, by a man who knows how to use it, is still one of the finest experiences an undergraduate student can have."

SEE ALSO NOS. 2150-2171, 3462-3467, 3837, 3869, 4156, 4157, 4623, 4688, 4708, 4725, 4732, 4734, 4736, 4747, 4748, 4758, 4772, 4793, 4810, 4862, 4887, 4896, 4922, 4984, 5011, 5057, 5058, 5298, 5359, 5360, 5371, 5373, 5382, 5387, 5405, 5428, 5429, 5431, 5432, 5476, 5501, 5533, 5536, 5542, 5545, 5551, 5552, 5555, 5560, 5561, 5570, 5583, 5596, 6294, 6377, 6514, 6592, 6796, 6967, 6970, 6989.

J. LIBRARY

(Nos. 6535-6549)

6535. BARNES, ELIZABETH A.
"Learning Center Dramatizes Use of Latest Technical Developments." Coll. & Univ. Bull., 35:53-56, September, 1963. Author: Stephens College, Missouri.

The James M. Wood Learning Center brings together in a carefully co-ordinated manner all the aids to learning that modern technology has provided, along with traditional materials, and makes them readily available for student and faculty use.

6536. BELLMAN, SAMUEL IRVING
"The Professor as Librarian." Improv. Coll. & Univ. Teach., 12:75-76, Spring 1964. Author: Associate Professor of Language Arts, California State Polytechnic College.

"Just as the college librarian is actually much more than 'an officer in charge of the library,' so too the professor's diversified role of friend, merchandiser, distributor, exhibitor, and consumer of books, all for the benefit of his students as well as of himself, must not for a moment be overlooked."

6537. CARROLL, LEONTINE D.
"Students Don't Need the Library." Improv. Coll. & Univ. Teach., 12:81-82, Spring 1964. Author: Assistant Professor, School of Library Service, Atlanta University, Georgia.

By doing too much for students "teachers discourage rather than encourage the use of library resources," hence, "students don't need the library." Author wishes college instructors would force students to use the library--"under their own power."

6538. COLE, TOM J.
"Library Promotion on Campus." Improv. Coll. & Univ. Teach., 10:74-75, Spring 1962. Author: Associate Professor of Education, John Carroll University, Ohio.

"Student use of the college library is as much the responsibility of the college faculty as it is of the library staff, if not more so; and until the faculty assumes this leadership the average undergraduate will continue to let the library collections remain dormant."

6539. HARTZ, FREDERIC R.
"Freshman Library Orientation: A Re-Evaluation." Improv. Coll. & Univ. Teach., 12:78-79, Spring 1964. Author: Circulation Librarian, Rider College, New Jersey.

Tomorrow's entering freshmen will come to college "with at least an introductory course in using the card catalog, knowledge of dictionaries, encyclopedias, periodical indexes, miscellaneous references, and in general how to use books. The college should no longer need to assume complete formal responsiblity for library instruction, but rather an informal and flexible program based on individual needs. The library would then truly become the core of the educational system, the cultural center of the campus, the citizen's university, or whatever it is so glibly called today."

6540. HARTZ, FREDERIC R.
"Paperback Books and the College Library." Improv. Coll. & Univ. Teach., 12:91-93, Spring 1964. Author: See No. 6539.

"The library's first obligation is to provide reference tools; the second obligation is to provide a variety. Paperbacks can provide both at nominal cost. Paperbacks may be the answer, not only for new community colleges but also for established college libraries, in meeting their present and future book needs."

6541. HARVEY, JOHN F.
"The Role of the Junior College Library in Classroom Instruction." Jun. Coll. Jour., 32:441-47, April 1962. Author: Dean of Graduate School of Library Science and Director of Libraries, Drexel Institute of Technology, Pennsylvania.

Only one portion of this article discusses the role of the library in junior college education. In it the author describes the Stephens college library program, recommends its emulation, and then makes suggestions for ways for utilizing the library in the instructional program.

6542. JOSEY, E. J.
"The Role of the College Library Staff in Instruction in the Use of the Library." Coll. & Res. Lib., 23:492-98, 1962. Author: Librarian, Savannah State College Library, Georgia.

". . .both the faculty and the college library are equally important in the education of college students." Report on a questionnaire study on instructional activities in the library and conducted by library staff.

6543. REYNOLDS, FLORA E.
"Academic Frigates: Some Hints For the New Professor." Liberal Educ., 49:366-71, October 1963. Author: Associate Professor and Librarian at Mills College, California.

"A librarian's view of the contributions - positive and negative - that the professor can make to building a college library."

This article contains some suggestions and cautions for the professor in his selection of books to be added to his college's library collection, with consideration for the curriculum his students are pursuing, not his own graduate studies, research and dissertation.

6544. ROBINSON, LOWELL
"The Role of the College Librarian." Improv. Coll. & Univ. Teach., 10:72-73, Spring 1962. Author: Assistant Librarian, San Antonio College, Texas.

"The college librarian fills a manifold need. Teaching, administration, guidance: all these are his in addition to book knowledge and library mechanical skills. . . . As a teacher, the librarian is a continuation of the classroom instruction."

6545. SHERMAN, JOHN
"What Is an Academic Library?" Improv. Coll. & Univ. Teach., 12:77, Spring 1964. Author: Chairman, Library Services, Jersey City State College, New Jersey.

Librarians and students frequently see different meanings in the word "library." "It seems reasonable to expect that the students' concepts of the library should be brought to conform more closely to those concepts held by librarians who are charged with the responsibilities of meeting the standards of professional competence and of serving the academic community."

6546. SHOU, STEPHENS T.
"Teaching Function of a University Library." Improv. Coll. & Univ. Teach., 10:69-71, Spring 1962. Author: Reference Librarian, Oregon State University.

Discusses the qualifications, theoretical and actual, of college libraries and librarians in the instructional function of the institution. Author "interprets the librarian's role as essentially one of teaching."

6547. SMITH, BENJAMIN FRANKLIN
"The Book Reserve System." Improv. Coll. & Univ. Teach., 12:83-86, Spring 1964. Author: Professor of Psychology and Director of Libraries, North Carolina College at Durham.

"The college library wants to share the responsibility for the development of students' creative faculties. To this end, well balanced collections have been assembled to supplement and to complement classroom instruction. The college library, however, is handicapped in fulfilling this educational mission by the burden of a system of reserve books, which represent an extension of the textbook." "The author . . . [would] wish that the reserved book system might be abandoned with resultant release of energies for more valuable services."

6548. TERESA, SISTER ANN
"The Librarian and the Intellectual Climate of the College." Cath. Lib. World, 33:474-76+, 1961-62. Author: Assistant Librarian, Marymount College, Kansas.

The librarian needs to have well enough developed intellectual virtues to be able to encourage more serious reading on the part of faculty and students.

6549. WATERMAN, EDITH FRENCH
"Parallel Teaching." Peabody Jour. Educ., 40:281-285, March 1963. Author: Librarian, Montgomery Junior College, Maryland.

"It is not required that a married teacher discuss marriage with the students, so why must a librarian be on hand to explain the library?" The article considers various ways and means for teaching students about library use in their orientation to college studies. This can be accomplished through research-exploration and familiarizing oneself with library tools through special library assignments by English instructors.

SEE ALSO NOS. 2172-2204, 3468-3472, 3781, 3782, 3783, 3784, 3933, 4134, 4321, 4326, 4732, 4871, 4906, 4954, 5041, 5194, 5222, 6972.

K. RECITATION

SEE ALSO NOS. 3869, 4655, 4724, 4758, 5360, 5533, 5605.

L. SEMINAR

(Nos. 6550-6562)

6550. BOYER, ERNEST L.
"Midyear Seminar on Human Understanding." Liberal Educ., 48:260-8, May 1962. Author: Dean of Instruction, Upland College, and Director of the Joint Commission to Improve the Education of Teachers in California.

"A small college tries a daring experiment in problem-centered and non-authoritarian study."

The college self study led to a two-week midyear seminar in human understandings in which the entire college community left classrooms and textbooks behind in an effort to become wiser and find new relationship with one another.

Discusses techniques of action, evaluation and influence of the seminar on student activity.

6551. DANNICK, LIONEL, and ROBERT B. CARSON
"The Seminar Method and the Junior College." Jun. Coll. Jour., 33:204-9, December 1962. Authors: Both at Cazenovia College, New York.

Traditionally, junior colleges have viewed the seminar method of instruction as a device wtih little utility. The authors recognize the limitations and difficulties involved in use of the seminar but, based upon their experience with a group at Cazenovia College, they make a plea based upon significant learning gains.

6552. DIBDEN, ARTHUR J.
"A Philosophic Symposuim as an Educational Model." Improv. Coll. & Univ. Teach., 10:123-126, Summer 1962. Author: Dean, Blackburn College, Illinois.

Maintains that a well-operated philosophic symposium can serve as an excellent educational model. "For all discussants of knowledge and theory, of meaning and faith, of self and society and nature, the concept of a philosophic symposium probably should be the pinnacle model of the academic milieu."

6553. EASTMAN, RICHARD M.
"The Open Research Seminar." Coll. English, 23:484-486, March 1962. Author: Chairman of the English Department, North Central College, Illinois.

The author discusses the techniques for getting optimal results in a general research seminar for undergraduates. He discusses the three basic stages through which the seminar moves and the ways in which the instructor can engage the students in compound inquiries, developing discussions, and creating a final report.

6554. EPSTEIN, CHARLOTTE
"Human Relations for Teachers in Training." Educ., 83:46-9, September 1962. Author: Assistant Professor of Human Relations, University of Pennsylvania.

"The workshop method has gained particular recognition by the teaching profession as an effective method of postgraduate study."

Gaps in professional training, specific human relations problems and facts and methods in human relations are reported.

6555. HOFFLANDER, AL
"The Junior College Small Business Institute." Jun. Coll. Jour., 32:331-3, February 1962. Author: Fellow, S. S. Huebner Foundation for Insurance Education, University of Pennsylvania, Philadelphia.

"The junior college that helps the business men in the community does the entire community a service. One effective means of serving the business men is to provide a small business institute or conference." The primary purpose is to acquaint the small entrepreneurs with new materials and new techniques. Careful selection of topics and attention to detail are necessary if the conference is to be a success.

6556. MERSON, THOMAS B.
"Commission Commitments: Instruction Improvement Workshops." Jun. Coll. Jour., 34:19, October 1963. Author: Assistant Director for Commissions, AAJC.

Author reports on success of a workshop on the improvement of instruction held at Bennett College, June 16-22, 1963, and the organization of other workshops in other sections of the nation.

6557. "New Departures at Rockford College." American School and University, 36:15-18, July 1964.

"Both students and professors are particularly pleased with the two-level seminar classrooms."

This article describes an auditorium-teaching facility at Rockford College, which provides faculty offices, seminar-classrooms and lecture halls to implement different teaching methods and content, with emphasis on student-faculty contacts.

6558. PAYNE, RAYMOND
"The Group - Resource and Technique." Educ. Leadership, 21:155-7+, December 1963. Author: Associate Professor of Sociology, University of Georgia.

The author argues that classroom work is improved when inherent group processes are understood and utilized by the instructor for purposes of teaching-learning. Various techniques are listed through which the group process can be activated.

6559. TORRES, LEONARD
"A Joint Venture in a Foreign Student Program." Jour. Indus. Arts Educ., 23:29+, May 1964. Author: Associate Professor, Industrial Arts Department, Long Beach State College, California.

This article shows how two college industrial arts departments cooperate in helping foreign students adjust to educational challenges in this country. The author reports on the program's use of "participative group action" in a special workshop.

6560. WATT, IAN
"The Seminar." Univ. Quart., 18:369-389, September 1964. Author: Professor of English, Stanford University, California.

Discusses methods of teaching with emphasis on the seminar and "exploration of the kinds of teaching which lie somewhere between the large lecture-class on the one hand, and the individual tutorial or supervision on the other." Considers historical development and arguments pro and con.

6561. WEBB, JAMES A.
"The Seminar in the Air Force ROTC Program." Improv. Coll. & Univ. Teach., 12:18-20, Winter 1964. Author: Major, U. S. Air Force, Louisiana Polytechnic Institute.

"Air Force ROTC instructors, as they begin to prepare new lesson plans for the Officer Education courses, face the challenge of insuring that the ideas presented to their students are utilized, tested, and thrown into fresh combinations, so that they do not become 'inert ideas.' One means of surmounting this challenge lies in the use of the seminar."

6562. WEINSTEIN, JACK B.
"Seminar in Administration of Civil Justice: Exposure of Law Students to Fact-Finding Techniques of the Sociologists." Jour. Legal Educ., 15:321-5, No. 3, 1962-3. Author: Professor of Law, Columbia University, New York.

"As in other seminars, the work is useful so long as the faculty member in charge finds it exciting. When his interest wanes, the seminar should be dropped.

SEE ALSO NOS. 2206-2226, 3473-3474, 3982, 4103, 4748, 4758, 5084, 5372, 5567, 5652, 6589, 6982.

M. TEACHING MACHINES AND PROGRAMED INSTRUCTION

(Nos. 6563-6620)

6563. ADLER, CYRUS
"Programed Instruction and Science Teaching." Jour. Eng. Educ., 54:202-4, February 1964. Author: Assistant Professor of Oceanography, Maritime College of the State University of New York.

Written for science teachers, this article briefly sums up the educational psychology which has triggered the great activity in the field of programed instruction and teaching machines.

6564. AMATO, PHILIP P.
"Programed Instruction: Its Potential Utility In Speech." Speech Teacher, 13:190-96, September 1964. Author: Assistant Professor of Speech and Education, Emerson College, Massachusetts.

Presents some basic concepts of programed instruction and examines its potential utility as an auxiliary teaching device in speech education and rehabilitation.

6565. BARNES, ROBERT A.
"Programed Instruction in Music Fundamentals for Future Elementary Teachers." Jour. Research Music Educ., 12:187-98, Fall 1964. Author: The Ohio State University.

"This is a report of an experiment in programed instruction which was conducted recently at the Ohio State University in an effort to obtain information regarding the use of programed materials in the preparation of elementary education students in music."

The author suggests that "the programed material may have served as reinforcement of the instructions given during the class period, and also may have organized and given direction to the out-of-class study of the students in the experimental group."

6566. BERGMAN, KENNETH HARRISON
"Comparisons of Three Teaching Methods of Introductory College Electricity." (Research Study No. 1), Colorado State College, 1963. Abstract in Diss. Abstracts, 25:307.

Compares results of using the teaching machine, the programed textbook, and the regular textbook.

6567. BRAUNFELD, PETER G.
"Problems and Prospects of Teaching With a Computer." Jour. Educ. Psych., 55:201-211, August 1964. Author: Coordinated Science Laboratory, University of Illinois.

This paper reports on the use of the computer-based PLATO II system to teach a group of undergraduates some topics in Computer programing. Examples of how data can be sorted, processed, and interpreted are given. Economic feasibility and future plans are discussed.

6568. BRIGGS, LESLIE J.
"Instructional Aids." Jour. Higher Educ., 34:516-517, December 1963. Author: Corresponding Editor, Journal of Higher Education.

"Education has been said to be the only major industry which has not had its industrial revolution. The combined factors of a new sense of urgency in improving education and the development of new instructional aids provide the proper set of conditions for re-examining requirements and procedures in a systematic fashion. Then machines can be assigned to perform functions which they do better than humans do, and teachers can be trained to concentrate upon those functions in which the human intelligence remains superior."

6569. CHAPIN, NED
"The Computer Aids in Teaching Data Processing." Journal of Business Education, 38:153-156, January 1963. Author: San Francisco State College, California.

"An unresolved issue in college level education for business is the degree of separation desirable between actual and classroom business practice." The author reports on the impact of the acquisition of a small size automatic computer on this issue. He discusses it in terms of objectives, experience, and gives an evaluation.

6570. COLLINS, JOHN J.
"An Experiment in the Use of Teaching Machines." Jun. Coll. Jour., 33:73-7, October 1962. Author: Dean of Students, Bakersfield College, California.

The two main objectives of this study were: (1) to compare student performance on teaching machines with performance in a conventional class, and (2) to investigate student attitudes toward automated instruction. Conclusions were (1) programed course was effective as reflected by student performance, and (2) attitudes of students toward automated instruction were overwhelmingly favorable.

6571. COOK, DESMOND L.
"The Automization of Socrates." Theory Into Practice, 1:9-19, February 1962. Author: Associate Professor in the Bureau of Educational Research and Service at the Ohio State University.

"This introduction to teaching machines presents the major features of automated instruction and some of the problems involved in the area. The article is accompanied by useful illustrations."

6572. "Criteria for Assessing Programed Instructional Materials." Audiovisual Instr., 8:84-89, February 1963.

The 1962 interim report of the Joint Committee on Programed Instruction and Teaching Machines. "It summarizes some basic aspects of the nature and current status of programed instruction, and also presents some suggestions and cautions concerning the assessment of programs."

6573. CRONBACH, LEE J.

"What Research Says About Programed Instruction." NEA Jour., 51:45-47, December 1962. Author: Professor of Psychology and Education, University of Illinois.

"It is extremely difficult at present to arrive at a just evaluation of proposals for programed instruction." Some devices are little more than old-fashioned workbooks; others are extremely complex, making use of television screens and electronic computers.

6574. CROWDER, NORMAN A.

"In Regard to the Application of Programed Learning to the Teaching of Pharmacology." Amer. Jour. Pharm. Educ., 26:439-48, Fall 1962. Author: Vice President and Technical Director, U. S. Industries, Inc., Educational Science Division.

"The future of this area depends entirely on finding people who can write good programs. This means that the people who write the programs have to have the minimum qualifications for writing good textbooks."

6575. CROWDER, NORMAN A.

"On the Differences Between Linear and Intrinsic Programing." Phi Delta Kappan, 44:250-4, March 1963. Author: Vice-President Educational Science Division of U. S. Industires, Inc., New York, New York.

"Linear and intrinsic programing, while having some superficial similarities, are basically different in approach, intention, and rationale." The author argues that the conditions imposed by the intrinsic programing format are consonant with a variety of desirable educational objectives, while the conditions imposed by the linear model are undesirably restrictive.

6576. DAY, JESSE H.

"Programmed Instruction in Chemistry." Jour. Chem. Educ., 39:50-52, January 1962. Author: Ohio University.

This article reviews the nature and composition of programed instruction and teaching machines. The author tells how to prepare a program for class and stresses writing the intrinsic program.

6577. "Delta College Offers Self-Help Program to Community Adults." Audiovisual Instr., 8:589, October 1963.

Describes a non-credit program for adults which makes a large variety of programed courses available on a rental basis.

6578. DERTKE, MAX, and WILLS, THOMAS A.

"Investigation of the Use of Programmed Material in Legal Education." Jour. Legal Educ., 15:444-455, No. 4, 1962-3. Authors: (1) Graduate assistant in psychology; (2) Professor of Law, both at University of Miami, Florida.

"The purpose of this work was to propose a cooperative investigation of the potential usefulness of programed material in legal education."

6579. DOTY, BARBARA A., and DOTY, LARRY A.

"Programed Instructional Effectiveness In Relation to Certain Student Characteristics." Jour. Educ. Psych., 55:334-338, December 1964. Authors: (1) North Central College, Naperville, Illinois; (2) Northern Illinois University, DeKalb.

The effectiveness of programed instruction was studied in relation to five characteristics of 100 undergraduate college students. Significant correlations were obtained between scores on an achievement test over a programed unit and GPA, creativity, and social need.

6580. DOUGLASS, PAUL

"Individualized Education for the Programmed Instruction Era." Improv. Coll. & Univ. Teach., 10:79-86, Spring 1962. Author: Director, Center for Practical Politics, Rollins College, Florida.

Derives from the work of Ben D. Wood "ten educational propositions which have special meaning to the revolution in instruction being ushered in by 'programmed learning.'" "As Wood saw it, machines belong in the equipment of education wherever they can release minds and energies for more effective human contact of mature growing minds. He placed the accent on learning rather than on teaching."

6581. ELDRIDGE, DONALD

"Programmed Instruction." Jun. Coll. Jour., 32:535-7, May 1962. Author: President, Bennett College, New York.

This is the recorder's summary of a discussion session at the 1962 annual meeting of the American Association of Junior Colleges. Resource person was Mr. Gidean Chagy.

6582. ELLIS, BURNETT E., and GARRUTO, JOHN C.

"Is Programed Instruction Favorable to the Development of Creative Insights?" Jour. Higher Educ., 33:222-225, April 1962. Authors: (1) Christian College, Missouri; (2) Hollins College, Virginia.

In reply to the above question Ellis gives a positive answer, Garruto a negative one. Each gives his reasons for believing as he does.

6583. ENGSTROM, JOHN, and WHITTAKER, JAMES O.

"Improving College Students' Spelling Through Automated Teaching." Psych. Reports, 12:1:125-126, February 1963. Authors: Gustavus Adolphus College, Minnesota.

"Sixty college students were divided randomly into two matched groups on the basis of scores on a test of spelling. Ss in one group used a teaching machine with a spelling program containing the words on the pre-test for 15 minutes. Ss in the other group studied the same words visually for 15 minutes. Both groups showed a significant improvement on retesting, but the machine group showed significantly greater improvement than the control group."

6584. FELDHUSEN, JOHN F., and BIRT, ANDREW

"A Study of Nine Methods of Presentation of Programed Learning Material." Jour. Educ. Research, 55:461-466, July 1962. Author: Wisconsin State College.

Experimentation with nine groups of 30 college students each found no significant difference in the amount learned from a form of linear program when presented with a mechanical teaching machine, with a simple masking device, or with no device at all. Nor was any difference found between individual and group pacing.

6585. FINELLI, CAROLE M., and SAGER, ROBERT W.

"The Application of Programed Learning Techniques to Selected Material in a Professional Curriculum." Amer. Jour. Pharm. Educ., 26:190-196, Spring 1962. Authors: (1) Pharmacist, Magee Hospital, Pittsburgh, Pennsylvania; (2) Professor of Pharmacy, Oregon State University.

"It is therefore the opinion of the writers that the results of this study may be interpreted as an indication the programed textbook method of teaching factual material could be helpful in releasing the teacher from the drudgery of routine factual presentation."

6586. FLYNN, JOHN TOMB
"The Influence of Programed Instruction Upon Learning in Educational Psychology." Ed. D. dissertation, Indiana University, 1963. Abstract in Diss. Abstracts, 24:3200.
A study to determine the influence of programed methods of instruction upon achievement, gain scores and retention of colleges achievers and underachievers.

6587. GARRISON, CECIL
"Programing Teacher Education in Media: The Arkansas Approach." Audiovisual Instr., 9:526, October 1964. Author: Director of Audiovisual Services, Arkansas State Teachers College.
The use of a programed course to teach operation of audiovisual equipment with limited equipment and space.

6588. GEIS, GEORGE L.
"Some Considerations in the Evaluation of Programs." AV Commun. Review, 10:64-69, January-February, 1962. Author: Assistant Professor of Psychology, Hamilton College, New York.
"This paper proposes that we approach measures of evaluation cautiously, and that we recognize some of the complex problems in programing which may affect the data of evaluation." He suggests studying terminal behavior and the reinforcements in the material as well as the error count and time score.

6589. GROLLMES, EUGENE E.
"Programs For Superior Students In American Colleges." Cath. Educ. Review, 62:34-8, January 1964. Author: Saint Mary's College, Kansas.
This is a report of a survey on programs and methods for teaching superior students in American colleges. Consideration is given to freedom to study, honors classes and seminars, special residences and off campus functions.

6590. HAMMING, R. W.
"The Effects of Computers upon Engineering Education." Jour. Eng. Educ., 53:655-59, June 1963. Author: Bell Telephone Laboratories, Murray Hill, New Jersey.
"I, as well as many others, believe that the first step in modifying the engineering program to fit into the computer revolution now going on is to educate the faculty on the current use of computers, and to train them so that they can creatively use computers in the future advances of engineering."

6591. HOUGH, JOHN B., and REVSIN, BERNARD
"Programed Instruction at the College Level: A Study of Several Factors Influencing Learning." Phi Delta Kappan, 44:286-91, March 1963. Authors: (1) Assistant Professor of Secondary Education, Temple University, Pennsylvania; (2) Instructor in Management, Rutgers University, New Jersey.

In a study of ninety students using different kinds of programed instruction the authors found, "no difference in achievement could be found between students using electomechanical teaching machines, programed textbooks, or programed textbooks with the reinforcement frames removed. A comparison of high and low achieving students indicated that these two groups of students did not differ significantly in regard to verbal ability, attitude toward programed instruction, attitude toward the content being studied, or on personality traits used for comparison." A hypothesis regarding motivation as a function of long range goal identification was proposed as a possible explanation for the significantly different achievement of the two groups."

6592. HOUGH, JOHN B.
"Research Vindication for Teaching Machines." Phi Delta Kappan, 43:240-2, March 1962. Author: See No. 6591.
"In summary, then, this study found the teaching machine method of instruction to be generally of the same effectiveness as the conventional lecture-discussion method in teaching content of a particular type."
"In addition, the teaching machine method of instruction was found to be significantly more efficient than the lecture-discussion method, in that it resulted in a substantial saving of instructional time."

6593. KNIRK, FREDERICK G., and McCONEGHY, J.
"Programing Teacher Education in Media." Audiovisual Instru., 9:527+, October 1964. Authors: (1) Instructor, Department of Instructional Technology, College of Education, Wayne State University, Michigan; (2) Director of AV Services, Eastern Michigan University.
Wayne State uses a programed text to teach the uses of media and sources of materials and slide/tape sets to teach equipment operation to large numbers of students without taking actual class time.

6594. KOMOSKI, P. KENNETH
"Programed Instruction - A Prologue to What?" Phi Delta Kappan, 44:292-4, March 1963. Author: President of the Center for Programed Instruction, New York City.
"What can and cannot be programed? We can discover the answers only after we have accepted the challenge of extending ourselves to meet other questions that an emerging instructional technology forces us to face." The author points out that basic principles upon which programing is based are the basic principles that spring from experimental psychology and are usually accepted by educators.

6595. LANGE, PHIL C.
"Selection and Use of Programed Learning Materials." NEA Jour., 53:28-29, April 1964. Author: Professor of Education, Teachers College, Columbia University, New York.
"Programing promises new dimensions for teachers and for self-instruction. An understanding of the philosophy underlying programed learning materials, plus careful selection of the program and proper administration of the one chosen, can bring rich rewards."

6596. LAWSON, CHESTER A.
"What Objectives of General Education could be Realized Through Teaching Machines and Programed Learning?" Current Issues in Higher Education, 1962 (No. 5685), 217-220. Author: Professor and Head, Department of Natural Sciences, Michigan State University.
"To summarize, the value of programed learning to general education lies in the necessity for careful analysis of a conceptual system in order to program it properly. If one of the primary objectives of general education is an understanding of the major systems of ideas that form the foundation of our culture, then programing will dissect and illuminate those systems and whether the programs are used or not, the programmer will be forever after a better teacher."

6597. LUMSDAINE, A. A.
"Some Critical Issues in the Improvement of Instruction Through Programed Learning." AV Commun. Review, 10:61-64, January-February 1962. Author: Editor of "Teaching Machines" section, AVCR and University of California at Los Angeles.
"If we are serious about improving the quality of instruction through programing techniques, we must address ourselves to at least five critical needs or issues which have not yet received the attention they deserve." These issues are: (1) the need for objective, unbiased public information; (2) increased government and foundation support for basic or exploratory research; (3) the relationship of programed-instruction techniques to other educational media; (4) the identification of those educational objectives toward which pro-

gramed instruction can most usefully be applied; and (5) the development of "standardizable" techniques for assessing programs.

6598. MAGER, ROBERT F.
"Getting Started With Programed Instruction." Jour. Eng. Educ., 53:561-8, April 1963. Author: Not identified.

"The aim of this brief article is to help you explore the techniques of programed instruction; to help you take the first few steps toward evaluating the usefulness of the technique in your own instructional situation." An annotated bibliography is given.

6599. MEYER, JOSEPH
"Auto-Instruction and Mushrooming Classes." Improv. Coll. & Univ. Teach., 11:80-81, Spring 1963. Author: Principal Investigator, Automated Classroom Project, Southern Illinois University.

Suggests that "the recent phenomenal development of auto-instructional procedures should enable adequate care of one hundred students in a class." Foresees development of sophisticated, flexible, computer-based "teaching machine" systems.

6600. PRESSEY, SIDNEY L.
"Programming—Boom Then Bust?" Educ. Digest, 29:9-12, April 1964. Reported from Teach. Coll. Record, 65:413-18, February 1964. Author: Faculty member at the University of Arizona.

The author believes there is an unwarranted application of animal-based learning theory to meaningful human learning. "This is a plea that the basic concept of 'programing' which does violence to subject matter for the sake of artificial modes of presentation, be critically reviewed, and the potentials of auto-elucidation as distinct therefrom be explicitly differentiated and appraised."

6601. REEVES, THURSTON M.
"Programed Instruction for Adult Learners." Adult Educ., 13:59-61, Autumn 1962. Author: Assistant Supervisor, Audio-Visual Aids in Continuing Education, the Pennsylvania State University.

"Programed instruction, whether undertaken by means of 'teaching machine','scrambled books' or other instrument, is a tutorial method. . . ."

The author describes the advantages of programed instruction: privacy for the learner, time, cost, and the institutional viewpoint.

6602. RIPPLE, RICHARD E.
"Comparison of the Effectiveness of a Programed Text with Three Other Methods of Presentation." Psych. Reports, 12:1:227-237, February 1963. Author: Cornell University, New York.

"Two-hundred forty students in an introductory psychology course at Cornell University served as Ss. . . . [They] were randomly assigned to four groups: one group worked through a standard programed text; one group simply read the same material in conventional text form; one group listened to a lecture based on the programed material; and one group worked through the program but did not receive reinforcing feedback. A 30-item test was administered two days after the instructional period and again ten days later. Based on criterion test scores, it was concluded that active involvement contributed to increased learning, reinforcement did not contribute to increased learning, retention was not improved, and individual differences were not reduced."

6603. ROCKLYN, EUGENE H., and MOREN, RICHARD I.
"A Special Machine-Taught Oral-Aural Russian Language Course: A Feasibility Study." AV Commun. Review, 10:132-136, March-April 1962. Authors: (1) Senior Scientist, Training Methods Division, Human Resources Research Office, George Washington University, D. C.; (2) Doctoral Student in Psychology, University of Illinois.

Description of a pilot study to determine the feasibility of a completely automated course for teaching students to speak and understand Russian without live instruction. "This research. . .supports the possibility of machine-teaching a full-scale course in a foreign language."

6604. ROE, ARNOLD
"Automated Teaching Methods Using Linear Programs." Jour. App. Psych., 46:198-201, June 1962. Author: Department of Engineering, University of California, Los Angeles.

One hundred eighty-six freshman engineering students studied elementary probability by different teaching methods. No significant differences were observed among the programed techniques, but all of the programed methods were found better than the standard lectures.

6605. ROE, ARNOLD
"A Comparison of Branching Methods for Programmed Learning." Jour. Educ. Research, 55:407-416, July 1962. Author: See No. 6604.

The author investigated certain methods of presenting programed material that might speed up the learning process without adversely affecting terminal performance. He found that branching was not more effective than linear programing.

6606. ROE, ARNOLD
"Research on Teaching Machines and Programed Learning. Jour. Eng. Educ., 52:439-46, March 1962. Author: See No. 6604.

The author deals with some of the questions that have blocked the path to a major breakthrough in the use of teaching machines and programed learning in education.

6607. ROTH, ROBERT HOWARD
"Student Reactions to Programed Learning." Phi Delta Kappan, 44:278-81, March 1963. Author: Director of the Chil Study Center, Newark State College, New Jersey.

The author examined reactions of a freshman and a gra uate class to the use of programed materials. Students in both groups "initially liked the example of the programed met od, then grew restless with what they felt was its unceasing, impersonal, robot-like progression of minutiae, and finished up resenting and/or disliking their experience with the program." The author urges careful investigation in terms of any possible deleterious effects on the objectives of education.

6608. RYANS, DAVID G.
"Programed Learning and Autoinstructional Devices in Relation to a Theory of Instruction." Current Issues in Hig er Education, 1963 (No. 5686), 104-107. Author: Head of Center for Research in System Development, System Developmen Corporation.

Discusses the role of the teacher as new techniques, such as programed learning, for communicating information ar introduced. Also considers specific applications of prograr instruction to higher education.

6609. SCOTT, CHARLES R., JR.
"The Computer as a Tool in Education." Amer. Bus. Educ., 18:212-17, May 1962. Author: University of Alabama

On the use of a computer in teaching; as a tool for studying statistics and for management simulations or "management games". Also discusses computer uses in thought tr ing and research.

6610. SHEPARD, JOHN P.
"Teaching Machines and Programed Learning." Libera Educ., 49:274-81, May 1963. Author: Assistant professor c

education at Skidmore College, New York.

"A beginners guide to a new and much misunderstood method of instruction."

The author considers three positions from which programed learning can be viewed and some of its potentials as a useful servant when a moderate viewpoint is assumed.

Terms are defined; and programs and textbooks are described.

6611. SILBERMAN, HARRY F.

"What are the Limits of Programed Instruction?" Phi Delta Kappan, 44:296-8, March 1963. Author: Associated with Systems Development Corporation, Santa Monica, California.

"Two ways of perceiving programed instruction can be described, one limited and one bold." The author advocates the bold view, i. e., programed instruction can be utilized in the "higher mental processes."

6612. SKOGMAN, KIETH W.

"Conventional Versus Programmed Instruction in English Grammar at Dana College." Ed. D. dissertation, the University of Nebraska Teachers College, 1964. Abstract in Diss. Abstracts, 25:3443.

Study to determine the relative effectiveness of programed instruction in teaching English grammar, as compared to conventional methods of teaching grammar.

6613. SMITH, NORMAN HANKELE

"The Teaching of Elementary Statistics by the Conventional Classroom Method of Instruction Versus the Method of Programed Instruction." Ed. D. dissertation, University of Colorado, 1963. Abstract in Diss. Abstracts, 24:3643.

A comparison of conventional versus programed instruction on four ability levels in a short course in elementary statistics.

6614. STOLUROW, LAWRENCE M.

"Let's Be Informed on Programed Instruction." Phi Delta Kappan, 44:255-7, March 1963. Author: Professor of Psychology and Education, University of Illinois.

"In my view, programed learning is here to stay. However, the forms it will take are anybody's guess at the moment." The author makes a plea for users to distinguish between effective and ineffective materials.

6615. WALSH, FRANK A.

"Programed Instruction." Amer. Jour. Pharm. Educ., 28:749-756, December 1964. Author: Manager, Sales Training Department, Pfizer Laboratories.

"It is my hope that our discussion may suggest an idea or two on how programed instruction may help you to teach pharmacology--just as effectively as you are doing in your respective colleges, but perhaps on a more personal basis.

6616. WENDT, PAUL R., and RUST, GROSVENOR

"Pictorial and Performance Frames in Branching Programmed Instruction." Jour. Educ. Research, 55:430-432, July 1962. Authors: Department of Instructional Materials, Southern Illinois University.

Freshmen at Southern Illinois University were taught how to use the University Library by programed instruction equally as well as by lectures. The branching system was employed. It economized on instructional time.

6617. WHITLOCK, GERALD H.; COPELAND, LEWIS C.; and CRAIG, ALBERT M.

"Programming Versus Independent Study in Learning Elementary Statistics." Psychological Reports, 12:1:171-174, February 1963. Authors: all at the University of Tennessee.

"In the fall of 1960 the achievement in elementary statistics of an experimental group of 10 students who used programmed materials and attended no classes was compared to that of an equated control group whose 10 members attended regular classes." The superior achievement of the experimental group was attributed to the conditions of independent study rather than the use of programed materials.

6618. WILLIAMS, E. M.

"Some Experiments with Programed Materials." Jour. Eng. Educ., 53:549-560, April 1963. Author: Professor and Head of Electrical Engineering at the Carnegie Institue of Technology.

The author reports on two years of experiments with programed self-learning media for sophomore and junior students. Preliminary conclusions are that programed materials can provide substance for some revolutions in the academic scene.

6619. YASNOFF, WILLIAM WALLIN

"The Comparative Effects of Inductive and Deductive Sequences in Programed Instruction." Ph. D. dissertation, Stanford University, 1963. Abstract in Diss. Abstracts, 24:3214.

To determine the effects of inductive and deductive teaching methods on the speed and accuracy on certain cognitive activities and on interest factors.

6620. YOUNG, JAY A.

"Programmed Instruction: Both can Benefit, Student and Teacher." Jour. Chem. Educ., 40:11-13, January 1963. Author: King's College, Pennsylvania.

"This theme, 'programed instruction is useful to the teacher as a means of self-improvement,' can perhaps best be demonstrated by mentioning two key words, followed by an elaboration of their application within this content. The words are control and order."

SEE ALSO NOS. 3935, 3970, 4143, 4370, 4535, 4713, 4714, 4716, 4732, 4734, 4741, 4765, 4767, 4768, 4785, 4879, 5143, 5161, 5197, 5240, 5277, 5293, 5329, 5334, 5454, 5488, 5583, 5644, 6266, 6477, 6501, 6698, 6758, 6788, 6801, 6827, 6836, 6902, 6922, 6933, 6946, 6989.

VI

TEACHING METHODS—SPECIAL FIELDS

(Nos. 6621-7020)

A. HUMANITIES

(Nos. 6621-6806)

1. GENERAL

(Nos. 6621-6633)

6621. CHRISTIN, ROBERT

"Literature: Highway to Quality Reading." Nat. Cath. Educ. Assoc. Bull., 60:390-6, August 1963. Author: Department of English, University of Notre Dame, Indiana.

"If students could discover in literature what [Joseph] Conrad tells us is there, it would not only mean that students could write better, could understand better and hence appreciate literature; it would also mean that they would be fuller persons, spiritually and intellectually."

The author suggests new ways to introduce literature to students, and ways in which lower schools can prepare them better for college work.

6622. CROCKETT, H. KELLY

"The Use of the Novel For General Education." Jour. Gen. Educ., 14:56-68, April 1962. Author: Assistant Professor of the Department of American Thought and Language, Michigan State University.

The author contends that the use of novels to supplement courses other than literature courses ignores their chief value and justification for college use. "But the use of novels merely to supplement other materials is apt to build in students a faulty concept of the novel's place in intellectual development."

The author illustrates how an instructor may achieve a creative appreciation for novels used.

6623. EHRLICH, ROBERT S.

"How do We Approach the Humanities?" Jun. Coll. Jour., 33:163-6, November 1962. Author: Instructor in Humanities, Mohawk Valley Community College, New York.

Mohawk Valley Community College uses a functional method of teaching humanities. "They attempt most seriously to help the student apply a consistent set of values to all situations and they try to show him how to consider both critically and responsibly his own beliefs, aims, and values and to make, as best he is able, intelligent choices in live as a free and responsible person."

6624. GILBERT, JAMES M., and CORNELIUS, DAVID K.

"A Somewhat Formal Conversation." Liberal Educ., 50:458-62, December 1964. Authors: (1) Associate Professor of Education; (2) Associate Professor of English and Chairman of the Freshman Colloquium, both at Randolph-Macon Woman's College, Virginia.

A report on a three-year-old interdisciplinary course which helps students to develop the behavioral characteristics which constitute scholarship.

The factors which effectively involve faculty members are discussed. At each session three to five faculty members meet with about twenty students.

". . .the conversation allows the students to see the faculty react to needs similar to their own."

6625. JOHNSON, DOROTHY F.

"Religion and Science." Improv. Coll. & Univ. Teach., 11:157-160, Summer 1963. Author: Faculty Member, Briarcliff College, New York.

How one person synthesizes religion and science. "We must further our knowledge of the universe and of ourselves, and seek out available scientific facts to better understand the creative process, the laws of the physical world and, even more important, those of personality, individual and social. Let us use all these resources to get IN TUNE with the creativity, seemingly purposeful, in our universe." Concludes by referring to the "dynamic process of meaningful creativity which is God."

6626. JULIANUS, SISTER M., S. S. N. D.

"Humanities and the Appreciation of Cultures." Improv. Coll. & Univ. Teach., 11:164-166, Summer 1963. Author: Faculty Member, Notre Dame College, (state not indicated).

Shows how at Notre Dame College the humanities are being fused into the total program to develop cultural appreciation. "We like to think that our humanities program is developing within our students a world-wide vision that embraces a comprehensive understanding of non-Western cultures."

6627. MANNING, JOHN

"The Humanities at Michigan State University." Improv. Coll. & Univ. Teach., 11:167-170, Summer 1963. Author: Associate Professor of Humanities, Michigan State University.

Describes in some detail the humanities program at Michigan State University both as to content and as to teaching procedures. Concludes succinctly, "we aim at a liberal education."

6628. MILSTEAD, JOHN

"The Status of the Humanities." Liberal Educ., 48:343-8, October 1962. Author: Associate Professor of English, Louisiana Polytechnic Institute.

"The rush for grants and administrative posts signals a retreat from humanistic commitment."

The author discusses several observations about the humanities: that they are part of the leisure tradition; and that they are subverted by superficial value signs.

The teacher of humanities must fill the need for the ego ideal that was once provided by a simpler culture.

6629. RAFFEL, BURTON
"Scholars and Teachers of What?" Jour. Higher Educ., 35:379-383, October 1964. Author: Writer and translator, currently working on a history of modern Indonesian poetry.

Takes sharp issue with article by Eugene Arden (No. 5721) entitled "Great Scholar, Great Teacher" (Journal of Higher Education, March 1964). Says, "True humanistic learning aims at stretching the mind, not at stocking it; the brain is not a fish pond." "The teacher must do more than inform, he must do more than. . .'communicate'. . .he must educate. The teacher must. . .rouse his students: coming to him in a state of unawareness, they must leave him at higher levels. Having seen beauty. . .they must leave a semester of humanities teaching with a greater perception of beauty and a greater susceptibility to it. The purely informational content of their minds must be increased, too--but this should be incidental, it should be accomplished strictly by the way."

6630. RICE, WARNER G.
"The Study and Teaching of Literature." Improv. Coll. & Univ. Teach., 10:163-165, Autumn 1962. Author: Chairman, Department of English, University of Michigan.

Sketches the effects of the scientific-statistical-descriptive way of looking at things upon the study and teaching of literature. Sees basis for literary criticism shifting from a historical-philosophical orientation to a behavioral-science orientation. Also notes that "an increasing interest in the modern and contemporary will encourage an emphasis on comparative literature."

6631. ROACH, HELEN
"Poets Reading Their Own Works." Improv. Coll. & Univ. Teach., 10:172-173, Autumn 1962. Author: Faculty Member, Brooklyn College, City University of New York.

The "widespread public interest in poets' readings of their own works is significant and gratifying." But, says the writer, "It is unfortunate that poets, whose knowledge of the meaning, rhythm, and language of their own writing, could preserve precious insights on records, do not invest in intelligent practice, especially with the now ubiquitous tape-recorder to help them." Feels in general that the quality of poets' recordings is quite uneven: some good, some not so good.

6632. STONE, JAMES H.
"General Education and Graduate Education." Improv. Coll. & Univ. Teach., 10:42-47, Winter 1962. Author: Professor of Humanities, San Francisco State College, California.

Describes the graduate program in humanities--a general education program--at San Francisco State College. Indicates the importance of good teaching in making the program work.

6633. WHITE, HELEN C.
"New Perspectives on Teaching Literature." Coll. English, 23:433-436, March 1962. Author: Chairman of the Department of English, University of Wisconsin.

The author presents the report of a special planning committee on literature. Stress is placed on literary analysis as a process which the teacher must master if he is to guide his students in their efforts at mastery.

SEE ALSO NOS. 2227-2238, 3475-3478, 4453, 4568, 4582, 5269, 5817.

2. ART
(Nos. 6634-6645)

6634. BURKHART, ROBERT C.
"Emotion and Imagination in Pottery." Art Educ., 15:7-9, June 1962. Author: Assistant Professor of Art, Central Michigan University, Mt. Pleasant.

"In this respect, as teachers our major function is to help our students develop a creative orientation toward their work by bringing them into contact with a variety of new problems,. . . ."

The author presents four figures to illustrate how students intellectual and emotional learning develops in working with ceramic pottery.

6635. CANTER, BRUCE
"The Personal Challenge of Teaching Drawing." School Arts, 62:30-33, June 1963. Author: Kutztown State College, Pennsylvania.

"It is imperative to teach the student drawing as a means to present or share values or reactions to life." The author discusses student-teacher interaction, observation, and critique.

6636. CHAPMAN, LAURA
"Becoming and Being a Teacher of Art." Art Educ., 16:18-20, October 1963. Author: Instructor, School of Art, Ohio State University.

"Becoming a teacher of art requires that we become artists--not merely technicians and masters of fact and media." This article tells what becoming a teacher of art does not require, as well as elaborating several things that are required. Karl Zerbe and others are used as examples of teachers who teach students to care about painting.

6637. CLEMENTS, BOB, and CLEMENTS, CLAIRE
"Teaching Drawing at the College Level." School Arts, 63:31-33, November 1963. Authors: doctoral students, The Pennsylvania State University.

The authors concisely discuss how a student develops thought and expression in drawing. They answer their own question: "How is the student taught to analyze, recompose, juxtapose, and interpret at will?"

6638. CORPRON, CARLOTTA M.
"Light As a Creative Medium." Art Educ., 15:4-7, May 1962. Author: Associate Professor of Art, Texas Woman's University.

Photograms are used in a creative photography class to introduce students to the possibility of creating abstract designs, beautiful in tone and spatial organization. Different appreciations are developed by various special assignments.

6639. DODSON, ROY E.
"Promoting Artistic Creativity." Improv. Coll. & Univ. Teach., 11:173-176, Summer 1963. Author: Assistant Professor of Art and Art Education, Wayne State College, Nebraska.

Sets forth philosophic views on artistic creativity. ". . .stresses the principle that creativity involves the student mentally, physically, and emotionally in unique experiences."

6640. HALVORSON, VEDA BERNADINE
"A Comparison of Two-Dimensional and Three-Dimensional Approaches to the Teaching of Art Structure to Beginning College Students." Ph. D. dissertation, University of Southern California, 1963. Abstract in Diss. Abstracts, 24:3591.

A study to determine whether craft experiences in art are as effective as drawing and painting experiences in developing an understanding of basic art structure or design.

6641. OLSEN, JOHN W.
"Ten Artist-Teachers: Southern California Region." Art Educ., 15:6-15, March 1962. Author: Chairman, Division of Speech and Art, Orange County State College, California.

Nine of the ten sketches are of college teachers who have gained recognition as exhibiting artists. Each artist has provided a personal statement about his or her ideas and beliefs concerning art and the teaching of art.

6642. RALEIGH, HENRY P.
"The Art Teacher Versus the Teaching of Art." Art

Jour., 24:27-29, Fall 1964. Author: Teacher and Administrator at Pratt Institute, New York.

"The doctrine of creative change finally forces student and instructor into an endless race in which one may never know where he is going but only where he has been."

6643. ROSENBERG, HAROLD

"Problems in the Teaching of Artists." Art Jour., 24:135-138, Winter 1964. Author: poet and art critic.

"Art can be taught in a variety of ways--you can teach its history, its appreciation, the techniques of its various media, from tempera to lost wax. Teaching artists is a much narrower subject--it presupposes living people who have a certain ambition."

6644. SAMPLE, ROY EVERETT

"A Comparison of the Effects of Two Teaching Methods of General Creativity in Teacher Preparation for Elementary Art." Ph. D. dissertation, University of Minnesota, 1961. Abstract in Diss. Abstracts, 22:3940, 1962.

An idea-centered method was compared with a material-centered approach. Evaluation was based on six complex creativity tasks administered at the beginning and at the end of the period of instruction.

6645. STOKSTAD, MARILYN

"Teaching History of Art in German and Spanish." Art Jour., 23:142, Winter 1963. Author: University of Kansas.

Teaching a section of an elementary course in history of art in Spanish and one in German was highly successful. "It gives an opportunity to put one's knowledge of a language to practical use."

SEE ALSO NOS. 2239-2242, 3479-3481, 3790, 4069, 4298, 4556, 4776, 4783, 4925, 5053.

3. CLASSICAL LANGUAGES

(Nos. 6646-6648)

6646. CHRISTOPHER, SISTER MARY, S. C. N.

"Vergil Via Modern Literary Criticism." Improv. Coll. & Univ. Teach., 10:168-171, Autumn 1962. Author: Instructor in English and Latin, Nazareth College, Michigan.

"Since literary criticism is continually changing, the alert Latin teacher will be able to find in it a constant source of new insights and new perspectives. He will find in it a means of offering a course that will appeal greatly to youth, who love the passing moment so much; for he will bring into time the timelessness of the greatest Latin writers."

6647. KORFMACHER, WILLIAM C.

"A Plea for Standards in Language." Improv. Coll. & Univ. Teach., 12:219-220, Autumn 1964. Author: Professor of Classical Languages, St. Louis University, Missouri.

Although he admits his lack of popularity with the "we-don't-want-none" group, he points out the continuing need for standards in language. "Once again one asks, 'Whose language, anyway?' Is it to be the language of those who speak and write with care or the language of a careless mediocrity?"

6648. WITHERS, A. M.

"The Word's the Thing." Improv. Coll. & Univ. Teach., 11:163, Summer 1963. Author: Former Professor of English, Virginia Polytechnic Institute.

"The importance of vocabulary and its decline among the many, together with current 'short cuts' to language mastery, suggests again that Latin is not as dead as supposed."

SEE ALSO NOS. 4776, 5031.

4. ENGLISH

(Nos. 6649-6713)

6649. ABERNATHY, ROSE L.

"Oral Interpretation in the Humanities Today." Educ. Forum, 27:353-6, March 1963. Author: Associate Professor of Speech, State College of Education, New Palty, New York.

"Students engaged in a study of literature should be required to study the oral interpretation of literature." The author feels that oral interpretation will help promote literary understanding.

6650. BALLIET, CONRAD A.

"On the Teaching of Literature." Coll. English, 25: 12-13, May 1964. Author: Assistant Professor of English, Wittenberg University, Ohio.

"To express himself creatively, however, the teacher needs to be free--free from rules, from pressure, from obligations, from too little and too much knowledge; he must feel himself more than a blinking transistor in an electronic computer." In his article the author criticizes new contributions, methods, projects and tests which threaten creative teaching by inhibiting the teacher's free thinking.

6651. BIERMANN, JUNE, and TOOHEY, BARBARA

"How to Succeed in Book Reports-Without Really Reading." Jun. Coll. Jour., 35:26-7, December 1964. Authors: Librarians, Los Angeles Valley College, California.

The authors point out materials that are available in the library that make it possible for a student to make a good book report without reading the book. Techniques used by instructors to combat this short-cut are also discussed.

6652. BLACKMAN, EDWARD B.

"Lay Readers in 13th Grade English." Improv. Coll.& Univ. Teach., 12:243-245, Autumn 1964. Author: Professor of Higher Education, Michigan State University.

Describes a project in the Department of American Thought and Language at Michigan State University in which lay readers were used in the freshman composition course. How good is the system? Blackman admits "It is too soon to tell." But he notes, "At Michigan State the experiment will be continued, enlarged, and improved."

6653. BOWDEN, WILLIAM R.

"Teaching Structure in Shakespeare: Henry IV, Twelfth Night, and Hamlet." Coll. English, 23:524-531, April 1962. Author: Professor of English, Dickinson College, Pennsylvania.

"I find that the most satisfactory way to show this sort of thing [structure] is an analysis by means of parallel columns." The author discusses his proposed device in terms of its efficiency, sensitivity and versatility. He illustrates by applying it to Henry IV, Twelfth Night, and Hamlet, by William Shakespeare.

6654. BOYLE, KAY

"The Teaching of Writing." NEA Jour., 53:11-12, March 1964. Author: Professor of Creative Writing, San Francisco State College, California.

"Teenagers and students in their early twenties make teaching an endlessly exciting experience for me." The role of the writer is to bring the interior life into the open and it is the teacher's function to communicate this simple truth to the student.

6655. BRIERE, EUGENE J.

"Testing the Control of Parts of Speech in FL Compositions." Language Learning, 14:1-10, 1964. Author: University of California, Los Angeles.

Discusses an experiment to test the control of parts of speech in making assignments, when teaching English as a foreign language at UCLA.

6656. BYRNES, RICHARD H.

"Freshman English: College Stepchild." Educ. Record, 44:354-9, October 1963. Author: Director of Freshman Composition at Southern Oregon College.

". . .and the course will be taught by someone who does not wish to teach it, who does not know how to teach it, and who, therefore, will be teaching it very badly indeed."

The author discusses the conditions of teaching such a course, the interests of the teacher, and curricular modifications.

6657. CARTLEDGE, H. A.

"Film and Tape." English Lang. Teaching, 17:87-89, January 1963. Author: Not identified

This is a report on an experiment to get postgraduate students to speak English, after having learned the language by "bookish" methods. Context was provided by a silent film, on the action of which the students were led to make spoken commentaries.

6658. COARD, ROBERT L.

"Spelling with a Smile." Improv. Coll. & Univ. Teach., 10:198-200, Autumn 1962. Author: Professor of English, St. Cloud State College, Minnesota.

". . .the role of spelling can be readily exaggerated, and overstressing correctness may inhibit more vital aspects of composition. Nevertheless, because of the great importance attached to spelling by both the community and the faculty, it's wise for all college teachers to emphasize spelling occasionally. In a better-spelling drive, the soft sell, with a display of oddball misspellings down from the errors of past semesters, is likely to be more effective than the hard sell. A smile may do the job."

6659. COWAN, GREGORY; HAWKINS, RICHARD; and McPHERSON, ELIZABETH

"Incompetence in Comp: A Realistic Solution." Jun. Coll. Jour., 35:24-7, September 1964. Authors: Members of English Department, Clark College, Washington.

The authors discuss the English program they have developed for poorly prepared junior college freshmen. "Most of the students who finish the year's course come out with their resentment against English greatly reduced and their ability to produce an acceptable paper for history or psychology or literature greatly increased."

6660. DANZIGER, MARLIES K.

"The Eighteenth-Century Novel: A Comparative Approach." Coll. English, 23:646-648, May 1962. Author: Hunter College, New York.

This report is based on a course given in the graduate program of Hunter College which studies not only English, but selected Spanish, French, and German novels as well. The author suggests that something similar might also be done for the undergraduates.

6661. DAVIS, CHARLES T.

"The Art of Teaching English." Jour. Gen. Educ., 14: 175-84, October 1962. Author: Associate Professor of English, Pennsylvania State University.

The author discusses the "teacher-scholar" in English. Attention is given to methods of teaching and lack of evaluation of faculty members. He points out the problem of the multiple tasks which the college English instructor must perform, and tries to clarify the means by which those tasks can be performed.

6662. DAWSON, MERLE C.

"Sophomore Honors English in the Junior College." Jun. Coll. Jour., 33:236-40, December 1962. Author: Instructor in English, Grand Rapids Junior College, Michigan.

The article deals with an experiment in sophomore honors English. Although highly successful, the author determines next time to have (1) meeting place that doesn't suggest the A, B, C's, (2) fewer but longer recitation periods, (3) more depth and less breadth, (4) a more leisurely pace for students, and (5) less talk from the instructor.

6663. DELL, WILLIAM C.

"Let's Get the 'I' into Student Compositions." Peabody Jour. Educ., 41:147-149, November 1963. Author: Montclair State College, New Jersey.

"One way we, as English teachers, can challenge the student to preserve his individuality is to teach him to write clearly his own thoughts and feelings, punctuating them with the personal pronoun 'I'." Beside clarifying the student's own thoughts by identifying himself with the pronoun 'I', the same student becomes more critical of the expressions of others.

6664. DETWEILER, ROBERT

"The Love and Care of the Rejected M. S." Coll. English, 26:156-158, November 1964. Author: English Faculty, University of Florida.

"The life of the rejected author is not an easy one, but as we have noticed [in the article], it can have its compensations." The author humorously discussed the problems of getting or not getting a manuscript published.

6665. DUNN, S. WATSON

"Improving the Image of Advertising Education." Jour. Quart., 39:75-78+, Winter 1962. Author: University of Wisconsin.

"At the advertising session of the 1961 convention of the Association for Education in Journalism, five speakers reviewed in considerable detail the image of advertising education and proposed certain measures for improving it."

6666. EARLY, MARGARET J., and STEINBERG, ERWIN R.

"Dimensions of Research in the Teaching of English." Educ. Forum, 27:487-92, May 1963. Authors: (1) Professor of Education, Syracuse University, New York; (2) Dean of Margaret Morrison Carnegie College and Professor of English, Carnegie Institute of Technology, Pennsylvania.

The authors report on the activities of four discussion groups at a conference on needed research in the teaching of English at various levels. Research questions are listed on language patterns, mental processes and the understanding of literature and literary forms. Especially striking was the feeling that often there was little relation between college training and what teachers need to know.

6667. ESCHBACHER, ROBERT L.

"Lord Jim, Classical Rhetoric, and the Freshman Dilemma." Coll. English, 25:22-25, October 1963. Author: Assistant Professor of English, Seton Hall University, New Jersey.

"The techniques of definition, classification and division, comparison and contrast, and process are inherent in a great deal of thinking and writing by men who have never heard of classical rhetoric, and while I prefer to teach it formally, I know it can be done informally with vigor and effectiveness." The author discusses the application of techniques to Lord Jim in his course.

6668. ESTRIN, HERMAN A.

"Articulation of College and High School English." Improv. Coll. and Univ. Teach., 10:181-182, Autumn 1962. Author: Professor of English, Newark College of Engineering, New Jersey.

Gives the reactions of English instructors who attended a conference on high school and college articulation at Newark College of Engineering. "The respondents described the conference as: specifically directed, inclusive, worthwhile, interesting, important, stimulating, helpful, inspiring, broad, practical, valuable, enlightening, rewarding, well organized, splendid." Who could ask for more?

6669. ESTRIN, HERMAN A., and GODWIN, L. RUTH
"Evaluating English Teaching." Improv. Coll. & Univ. Teach., 10:193-196, Autumn 1962. Authors: (1) Professor of English, Newark College of Engineering, New Jersey; (2) Professor of English, University of Alberta, Canada.

"English teaching may be evaluated by students, the teacher himself, and administrators." Yet, say the authors, "We must go about this business of evaluation with caution. If not, we may drive some of our best and most distinctive types of teaching underground, and end up with a 'belated recognition' of mediocrity."

6670. ESTRIN, HERMAN A.
"Teaching English to Engineering and Science Students." Improv. Coll. & Univ. Teach., 12:249-253, Autumn 1964. Author: Professor English, Newark College of Engineering, New Jersey.

Describes the English offerings in 55 accredited engineering colleges. A majority of the respondents (60%) "reported a special course in English designed for scientific and technical students." Indicates the textual materials used in these courses. Also lists ten different methods of presenting the courses.

6671. EVANS, BERTRAND
"English Profs and High School English." Educ. Forum, 29:7-14, November 1964. Author: Professor of English, University of California, Berkeley.

"If English professors and supervisors of practice teaching--the core of high school English professionalism--were budgetary if not blood brothers, I believe we could all fret much less about such matters as how many units in Education are required for credentials, how many school principals have P. E. degrees, even how many English teachers are non-majors."

The author comments on his book High School English Textbooks: A Critical Evaluation which he co-authored with his late colleague, James Lynch.

6672. FISHER, JOHN H.
"New Perspectives on Teaching the Disciplines: English." Current Issues in Higher Education, 1962 (No. 5685), 82-84. Author: Professor of English, Indiana University.

A discussion of four problems facing college English departments. First, the change in emphasis from teaching advanced courses in literature to teaching basic courses in composition and general literature. Second, the dilemma of the need for more teachers of freshman composition combined with a decrease in the number of qualified beginning teachers (those with doctor's degrees). Third, the need for better training of prospective high school English Teachers. Fourth, the demand for teachers of English as a second language.

6673. FISHER, JOHN H.
"Why a Conference of Chairmen?" Coll. English, 24:243-244, December 1962. Author: Associate Executive Secretary of the Modern Language Association.

The author discusses the implications of Project English and the development of new programs. He suggests setting up "our own" representative processes to counter the "pressures upon us." "But unless we are willing to encourage our chairmen to form a national body sufficiently cohesive and influential to speak for us, we may in a few years find that there is little time left for—or value placed upon—the independent life of the mind in college English departments."

6674. GARRETT, GEORGE P.
"One Kind of Anarchy." Coll. English, 25:163-169, December 1963. Author: University of Virginia.

"The results of a creative writing course can be both practical and intangible." This article presents the purposes, milieu, and outcomes of a creative writing course as the author sees it. He discusses whether writing can be taught or not, and if so what can be taught.

6675. HARRISON, GEORGE B.
Profession of English. New York: Harcourt, Brace and World, Inc., 1962. 183 pp. Author: University of Michigan.

An answer to the question "what are you trying to accomplish in your teaching and study of English literature. And why?" It is presented "not in the form of a treatise on the teaching of English, but rather as a personal record of prejudices and observations after nearly forty years' experience as student, professor and author." He also comments on the proper training for a professor of English, the demands of scholarship and publication, and the organization of departments of English.

6676. HARTIG, HUGO
"Aims in Communication Courses." Improv. Coll. & Univ. Teach., 10:187-89, Autumn 1962. Author: Assistant Professor, Eastern Oregon College.

Six communication skills are suggested as goals for freshman communication courses--"skills that students need to develop, skills that are the mark of an educated man." "No single freshman language course, however designed or organized, could achieve more than relative success in developing these proficiencies." Yet the student's later progress may be limited by the communication skills reached at the freshman level.

6677. HAWKINSON, BRUCE
"Theme Grading Via Tape Recorder." Educ. Screen & AV Guide, 43:698-699, December 1964. Author: Instructor of English, Wisconsin State College and Institute of Technology.

This is a report on a two year project of grading college freshman English themes on a tape recorder. The procedures are listed by the author and the student responses reported.

6678. HAYAKAWA, S. I.
"Semantics in Freshman English." Educ. Leadership, 21:93-6, November 1963. Author: Professor of English, San Francisco State College, California.

Semantics gives students a sense of their own intellectual power, and a sense of both pleasure and responsibility of using that power. The author discusses his beliefs about the teaching of semantics in Freshman English and why semantics is not taught earlier. He concludes with some suggestions on how writing should be taught, especially through a vast amount of writing.

6679. HOOK, J. N.
"Project English: Its Implications for Colleges and Universities." Higher Educ., 18:3-7, April 1962. Author: Coordinator of Project English on leave from the Department of English, University of Illinois.

"Professors teach the teachers, today's and tomorrow's teachers, teachers not only in colleges and universities, but also in elementary and secondary schools."

Ways in which teaching can be improved are supported by Project English: A special Ph. D. in English, refresher seminars for college teachers, and the use of new media of instruction are stressed.

6680. JANET, SISTER MARY, S. C. L.
"Techniques for Teaching the Novel." Improv. Coll. & Univ. Teach., 11:171-172, Summer 1963. Author: Professor of English, St. Mary College, Kansas.

". . .suggests a dozen techniques for teaching the novel." "Usually, the experienced teacher has hit on his own method, the best one for him, and it will form a basic class technique. But the occasional use of a fresh approach to a novel might well prove an incentive to better teaching and better learning."

6681. KILBURN, PATRICK E.
"Every Man His Own Pedagogue." Jour. Higher Educ., 33:89-95, February 1962. Author: Associate Professor of English, Union College and University, New York.

Contends that student immaturity is in large measure responsible for freshman inability to write well. Describes a project in the teaching of freshman composition which requires all students to write fifteen minutes a day, seven days a week. Emphasizes that "everyone who completes the assignment will achieve at least two things: he will gain much greater fluency in writing, and he will lose his fear of a blank page." Concludes that the student by writing in quantity "can gain a greater ease and fluency than he has ever shown in his life."

6682. LAWRY, JON S.
"Reading Paradise Lost." Coll. English, 25:582-586, May 1964. Author: Associate Professor of English, Ball State Teachers College, Indiana.

This article presents a plan or argument of the structure of Paradise Lost to enable students to read that work "as poems rather than as problems." "Our scheme for grasping Paradise Lost as a whole works fairly satisfactorily, and is recommended to classes that read only parts of the work."

6683. LOOMIS, ROBERT EMERSON, and ADAMS, JOHN HOWARD
"Motivation in Freshman English." Improv. Coll. & Univ. Teach., 10:183-186, Autumn 1962. Authors: Both members of the Department of English, University of Alabama.

". . .successful, purposeful motivation in the [freshman English] classroom is best effected by following some procedure which includes: identification of the goals of the course. . .; identification of those strong and continuing motives or long term goals present in a class or individual students. . .; formulation and application of some procedure whereby the student goals and the course goals will be more or less permanently associated in the students' minds. . . ."

6684. LOUGHLIN, RICHARD L.
"The Joy of Truth." Jun. Coll. Jour., 32:345-51, February 1962. Author: Professor and Head of Department of English and Speech, Bronx Community College, New York.

"Think before you ink is the first principle of composition." The author suggests techniques that can be used in teaching composition beginning with topic selection and ending with evaluation.

6685. MacEACHEN, DOUGALD B.
"Analyzing a Play." Coll. English, 25:549-550, April 1964. Author: Professor of English, John Carroll University, Ohio.

"One of the major problems of the student who has to read a poem, a play, or a novel is what he should do with it." The author provides a set of questions to be used for analysis of a play. He feels such a battery of questions provide direction without taking away independence. The questions cover the characters, plot, setting, theme, language, and general nature of the play.

6686. MADELEINE, SISTER M. CLAIRE
"The Teacher as Thinker Before His Class." Liberal Educ., 48:32-37, March 1962. Author: Professor of English and Dean of the Graduate Division, College of the Holy Names, not further identified.

"Only a living, trained intellect preceeding the student on the way to truth, can effectively teach that student how to think."

This statement is particularly directed at the teacher of English whose primary concern is with human values.

6687. MARCUS, MORDECAI
"Dilemmas of the College Composition Teacher." Jour. Higher Educ., 35:481-487, December 1964. Author: Assistant Professor, Department of English, Purdue University, Indiana.

Points out several of the dilemmas of the college composition teacher. "Perhaps the most painful of the college composition teacher's arises from his position of humanist laboring as technician, and--if he is sensitive enough--suffering humiliation from the anomaly of such a position." With few exceptions, of course, the college composition teacher is a specialist in literature who has almost no "formal training in the techniques of composition and related matters. . . ." The writer makes the proposal "that all college teachers voluntarily assume the burden of teaching classes in composition. Nothing else could so swiftly and effectively dispel the idea that the English department should have a monopoly of good writing."

6688. MARDER, LOUIS
"Teaching Shakespeare: Is There a Method?" Coll. English, 25:478-487, April 1964. Author: Associate Professor of English, Kent State University, Ohio.

"English professors who have not graduated from teachers colleges are irrevocably opposed to "method" as such, and each one is probably convinced that what he does is best--or else why would he be doing it." This is an essay on teaching students a subject. Structure is one of many approaches emphasized because it is considered basic.

6689. MARKSHEFFEL, NED D.
"Helping Retarded Spellers." Improv. Coll. & Univ. Teach., 11:97-100, Spring 1963. Author: Professor of Education, Oregon State University.

"Some of the best students on campus are handicapped by their poor spelling. There can be no simple way to solve the spelling problem, but we must work at it." Reports findings of study, indicating these implications: (1) "'poor' spellers can be helped to improve their spelling at the college level"; (2) "students need help in learning efficient methods for learning to spell words"; and (3) student acceptance of responsibility for learning to spell correctly appears a definite need. . . . Change in attitude is paramount."

6690. MARSHALL, DONALD W., and SHIPMAN, ROBERT O.
"An Experiment in Teaching Grammar by Testing." Jour. Quart., 39:365-8, Summer 1962. Authors: Columbia University School of Journalism, New York.

The authors found that students could, through study and drill, overcome their deficiences in grammar and spelling. Tests were used frequently.

6691. MIKALSON, ROY J.
"Reader-aides: A Means to Many Ends." Jun. Coll. Jour., 33:216-20, December 1962. Author: Chairman, Division of Languages and Literature, Lower Columbia College, Washington.

Experience with reader-aides at Lower Columbia College has indicated that the freshman English student gains in five specific ways: (1) more writing experience, (2) papers corrected promptly so that he can profit from his mistakes, (3) two separate criticisms on his writings, (4) necessity for learning to write for a general audience, and (5) opportunity for more individual conferences.

6692. OLIVER, EGBERT S.
"A Project for the Composition Course." Improv. Coll. & Univ. Teach., 12:241-242, Autumn 1964. Author: Executive Officer, Department of English, Portland State College, Oregon.

Describes a procedure for advancing students in structural organization for a theme and the use of materials in the development of the idea. "The college English composition course moves forward by segments and projects--if it moves at all."

6693. OLSTAD, CHARLES
"Composition in Imitation." Hispania, 47:452-4, May 1964. Author: University of Arizona.

". . .our experience has shown that a wide range of students can derive considerable benefit from compositions written in imitation of a literary model." The author describes the steps used in following his plan by University of Arizona students in third year composition and conversation.

6694. ORNSTEIN, ROBERT

"Teaching Hamlet." College English, 25:502-508, April 1964. Author: Professor of English, University of Illinois, Urbana.

This article is a discussion of the attitude and feeling that should be a part of teaching Hamlet, "instead of insisting on the need to pluck out the heart of every mystery, we might more willingly surrender to the beauty and power of a dramatic action which defies our attempts at logical analysis."

6695. PATTISON, JOSEPH C.

"How to Write an 'F' Paper: Fresh Advice for Students of Freshman English." Coll. English, 25:38-39, October 1963. Author: Teaches Freshman English and American Literature, Scaramento State College, California.

"Writing an 'F' paper is admittedly not an easy task, but one can learn to do it by grasp of the principles to use." The article provides thirteen principles to be followed under the headings: "Obscure the ideas," "Mangle the sentences," and "Slovenize the diction."

6696. PINCAS, ANITA

"Teaching Different Styles of Written English." English Lang. Teach., 18:74-81, January 1964. Author: Department of Education, Faculty of Arts, University of Sydney, Australia.

"This article has been an attempt to provide a provisional methodology which might help the teacher to organize the present disorganized mass of material involved in the teaching of written English." It is written around a consideration of three problems.

6697. POOLEY, ROBERT C.

"A Platform for the Sixties: Language Arts in General Education." Jour. Gen. Educ., 14:159-168, October 1962. Author: Professor of English and Chairman, Department of Integrated Liberal Studies, University of Wisconsin.

The author sets seven targets for the decade in English language arts, and discusses each one.

"If anyone now teaching or directing teaching in the communication arts should in a moment of despondency feel that his task is dull and repetitious, I would hope that the array of targets I have presented would give him new hope and fresh excitement."

Some of these targets include experimentation and variety of approach, individualization of writing experience, new instructional devices, improved efforts of recruitment, training and counseling of teaching staff.

6698. PRATOR, CLIFFORD

"English As A Second Language: Teaching." Overseas, 3:18-21, January 1964. Author: Professor of English and Vice-Chairman of the Department of English, University of California, Los Angeles.

Discusses the most significant trends in methods of teaching English as a second language. Considers programed texts, and transformational analysis with emphasis on the latter.

6699. PRINCE, STEVE

"On Teaching Modern Poetry." Improv. Coll. & Univ. Teach., 12:236-238, Autumn 1964. Author: Associate Professor of English, Pacific University, Oregon.

Presents several suggestions for teaching modern poetry and gives several clues to understanding and appreciating it. "I favor a text, or rather collection, with the fewest possible 'aids.' The more the student is put on his own, the sooner he will learn what it takes to read a modern poem and the faster he will become a good reader."

6700. QUINN, SISTER M. BERNETTA, O. S. F.

"A New Approach to Early American Literature." Coll. English, 25:267-273, January 1964. Author: Chairman of the Department of English, College of Saint Teresa, Minnesota.

"American Studies, if it does not exist on a campus, will very likely require a modest beginning. One that can bring surprisingly affirmative results is the study of early American literature as paralleled by analogous vision in painting." The aim of this article is to suggest how one might plan such a course.

6701. RADLEY, VIRGINIA L.

"Discipline Versus the 'Viewless Wings of Poesy'." Liberal Educ., 49:475-80, December 1963. Author: Chairman, English Department, Russell Sage College, New York.

"A freshman English program designed to reconcile the competing claims of literacy and literature."

This article covers two opposing techniques of teaching freshman English as representing the two major attitudes of college English teachers. The compromise is a sequence of courses that does both: covers composition in the first semester and literature in the second semester.

6702. RADNER, SANFORD

"Cultural Change and English Teaching." Improv. Coll. & Univ. Teach., 12:227-228, Autumn 1964. Author: Chairman, Department of English, Jersey City State College, New Jersey.

"In the changing world of the next half century, while adjusting to the innovations of contemporary culture, English must hold fast to and affirm its traditional concern for human values. It must attempt to have the best of both worlds."

6703. REA, J.

"A Topographical Guide to Under Milk Wood." Coll. English, 25:535-542, April 1964. Author: Instructor of English, Stephen F. Austin State College, Texas.

The author presents here an outline which he prepared for students in a sophomore class in English literature to assist them in the reading of Dylan Thomas' Under Milk Wood. The outline was made from lines in the play. It describes the town and its surroundings.

6704. ROGAL, SAMUEL J.

"'Love and Affection' in Freshman English." Improv. Coll. & Univ. Teach., 12:254-255, Autumn 1964. Author: Faculty Member, Iowa State University.

Rogal castigates "freshmen who take advantage of their English teachers conference hours for ego-centered or other extraneous reasons." "Too often teachers have the absurd notion that there is no greater reward than extending a friendly and helping hand to their students. I maintain that the teacher's first obligation is to improve himself, for only then will he be able to achieve his just reward and accomplish his real mission: the dispensing of knowledge."

6705. SHAW, PHILLIP

"Individualization of Instruction in Freshman English." Journal of Developmental Reading, 7:150-58, 1964. Author: Teaches English and Reading, Brooklyn College, City University of New York.

Reports on an experiment to determine how much individualization of instruction can be given in Freshman English.

6706. SHUMAN, R. BAIRD

"Theme Revision? Who Needs It?" Peabody Jour. Educ., 40:12-15, July 1962. Author: Department of English, Duke University, North Carolina.

"Because I am innately skeptical, I set out some three years ago to test the hypothesis that all students benefit from revising what they had written." Students in freshman English wrote on abstract and concrete topics. Each theme was revised twice, the papers graded analytically each time, and the results tabulated. Variation in beneficial results of revision was found. The author concludes that the extent of revision is an individual matter and must be so treated.

6707. SIMONS, JOAN O.
"Teaching Symbolism in Poetry." Coll. English, 23: 301-302, January 1962. Author: Instructor in English, University of Wisconsin, Milwaukee.

"I have found William Blake's 'Ah, Sun-Flower' to be a particularly apt illustration of symbolism. I like to begin by discussing the main properties of sunflowers." The author explains how she uses this poem to help freshmen and sophomores grasp the concept of symbolism in poetry.

6708. SPACKS, PATRICIA MEYER
"Eighteenth-Century Poetry: A Teacher's Dilemma." Coll. English, 23:642-645, May 1962. Author: Assistant Professor of English at Wellesley College, Massachusetts.

By working through the students' own honest and immediate reactions the teacher can produce the pleasure, the insight and excitement which the poetry reader seeks. This is the premise of the author.

6709. STEINBERG, ERWIN R.
"Needed Research in the Teaching of College English." Coll. English, 24:149-152, November 1962. Author: Professor of English at Carnegie Institute of Technology, Pennsylvania.

This is a discussion of a conference conducted to start Project English. Four areas of needed research are highlighted: the teaching of writing, language, and literature; and general professional and curricular problems. A set of recommendations was developed for each area from the recurring questions of each discussion group, and these are also presented.

6710. SWETS, MARINUS M.
"Instruction in a Junior College Freshman English Honors Class." Jun. Coll. Jour., 32:448-53, April 1962. Author: Instructor in English, Grand Rapids Junior College, Michigan.

The author discusses the material and the techniques that he used in teaching an honors class in freshman English at Grand Rapids Junior College. Less regimentation continues to be the aim, more inner direction the goal.

6711. WAGNER, ROBERT W.
"Look and Listen: There is no Substitute." AV Commun. Review, 10:119-123, March-April, 1962. Author: Editor of "Media" section AVCR.

Suggestions for teaching the student of communications "to look, listen, and relate specific films, television programs, and radio broadcasts to his growing understanding of communications theory and research."

6712. WALTER, NINA WILLIS
"English, Si!" Improv. Coll. & Univ. Teach., 12:239-240, Autumn 1964. Author: Associate Professor of English, Los Angeles City College, California.

"I might make English prerequisite to everything. I might make everybody, including teachers who wished to teach in my college, pass a stiff test in English. An understanding of English and an ability to use it effectively would be prerequisite to employment as a college professor."

6713. WITHERS, A. M.
"What Makes Good Writers?" Improv. Coll. & Univ. Teach., 10:166-167, Autumn 1962. Author: Retired Professor of Romance Languages, Athens, West Virginia.

". . .there is plainly a twofold aspect in the successful writer's equipment: the patiently acquired 'practical' bases, early discerned and continually built upon, and a spirit which, for want of another term, must be called 'poetic'. . . know your English, and think and feel [deeply] about the sounds of your own divinely given English tongue. If you do, you will possess good prospects that 'strategic' style in writing will be in the forefront of your reward."

SEE ALSO NOS. 2243-2284, 3482-3539, 3824, 3834, 3871, 3913, 3915, 4025, 4064, 4131, 4141, 4142, 4163, 4550, 4574, 4582, 4605, 4606, 4663, 4675, 4697, 4717, 4776, 4777, 4784, 4829, 4886, 4895, 4898, 4924, 4988, 5031, 5053, 5074, 5085, 5104, 5175, 5243, 5284, 5527, 5564, 6098, 6363, 6441, 6549, 6553, 6583, 6612, 6860.

5. MODERN LANGUAGES

(Nos. 6714-6733)

6714. BARRUTIA, RICHARD
"Why are Foreign Languages Better Taught at the High School Level Than at the College Level." Hispania, 46:117-119, March 1964. Author: Arizona State University.

"This article is not intended to be an expose, an indictment, or even a criticism of language teaching in our colleges and universities. It is rather a description of a sad fact, which is prevalent in many parts of our country." The colleges and universities, says the author, do not practice what they teach.

6715. COWLING, R. A.
"Observations on the Teaching of English Literature to Foreigners: with Special Reference to South America." English Lang. Teaching, 17:27-33, October 1962. Author: Professor of English Literature, University of Montevideo.

The author says we must discard the lecture method in teaching English Literature to foreigners, and provide as many opportunities as possible for the students to participate. He suggests and illustrates the arranging of discussions, question and answer sessions, and the reading of papers.

6716. DAVIDSON, JAMES F.
"The Meeting Barrier of Language." Improv. Coll. & Univ. Teach., 12:225-226, Autumn 1964. Author: Professor of Modern Language, University of Tennessee.

"The teaching of foreign language is a craggy path, along which toiling minds can be led to the discovery of far places. Often it is the doubtful who are most in need of the magic of that discovery. To bring them to it, the teachers who tend the barriers must be more than gate-keepers, more than herders of reluctant feet."

6717. EDWARDS, PAUL, and CARROLL, DAVID R.
"Teaching English Literature to West African Students." English Lang. Teaching, 18:38-44, October 1963. Authors: English Department, Fourah Bay College, Sierra Leone.

"Perhaps the most important lesson to be learnt in teaching English Literature to foreign students is that one can never generalize with any confidence on the criteria of suitability." The authors challenge certain common assumptions about the teaching of poetry. Methods of study are suggested which also apply to the English novel.

6718. GAUDIN, LOIS S.
"The Language Laboratory and Advanced Work." Mod. Lang. Jour., 46:79-81, February 1962. Author: Brooklyn College, City University of New York.

Discusses the types of language laboratories; that best suited for college students, and the minimum provisions to be made available.

6719. HARTWELL, ROBERT
"The Teaching of Literary Chinese." Jour. Higher

Educ., 35:434-441, November 1964. Author: Assistant Professor, Chinese Social and Economic Thought and History, University of Chicago.

"A comprehensive Chinese language program beginning with, and emphasizing, literary Chinese taught by the historical-inductive approach has logical and pedagogical advantages; it has already proved effective in training students in the humanities; and it is clearly the quickest and most effective way to provide prospective social scientists with the requisite linguistic training in one of the most important source-languages for the study of economics, political science, and sociology. The implications of the arguments presented is clear. The study of the Chinese language can, and should, achieve a central position in the curriculum of American colleges and universities."

6720. HOCKING, ELTAN

"Methods and Techniques in Transition." French Review, 35:396-401, February 1962. Author: Purdue University.

"The value of kinesics, dramatics, and music, of visual and other sensory imagery--all these have been generally neglected in the revolutionary fervor of the audio-lingual method." The author discusses audio-lingual methods as only the first step in developing a scientific method for teaching language.

6721. HUGHES, ARTHUR H.

"Dial-Tape System Makes Classroom a Language Laboratory and Library." Coll. & Univ. Bull., 35:58, November 1963. Author: Dean and Vice-President, Trinity College, Connecticut.

"A new modern laboratory at Trinity College permits a student to listen to a language by simply dialing it from a listening booth."

6722. KAISER, GRANT E.

"Form and Substance in Language Teaching." French Review, 37:339-342, January 1964. Author: Emory University, Georgia.

The author attempts to clarify the distinction between form and substance in teaching foreign language with emphasis on the overriding importance of the substance. He criticizes a lack of clarity in distinction between form and substance and considers what the substance of an elementary language course in college should be.

6723. KOVACH, MADELINE

"An Active Language Teaching Method." German Quart., 36:279-286, May 1963. Author: Assistant Professor of German, Tufts University, Massachusetts.

This paper describes a method of language teaching which seeks to combine the advantages of both the direct and traditional methods. The new method is described as a compromise, or active-linguistic method.

6724. LASHER-SCHLITT, DOROTHY

"Language Teaching Around the World." Improv. Coll. & Univ. Teach., 11:126-133, Summer 1963. Author: Professor of German, Brooklyn College, City University of New York.

Author describes language teaching in colleges and universities around the world as observed first hand. Notes that "when a new language is learned understandings and appreciations multiply." Concludes, "The similarities in methodology and testing, if not in length or intensity of study, attest to the oneness of our rapidly shrinking world."

6725. MICHALSKI, ANDRE

"Language Laboratory and Language Learning." Hispania, 45:175-9, March 1962. Author: Loyola College, Montreal, Canada.

The author discusses the problems which arise from the use of a language laboratory as well as several problems which are solved. Monitoring, satisfying time requirement, and completing lab assignments are three ways in which the laboratory may be utilized.

6726. MORTON, F. RAND, and LEE, WONO

"Dial Language Laboratory Gives Every Student a 'Tutor'." Coll. & Univ. Bus., 32:59-62, May 1962. Authors: (1) Director, Language Laboratory, University of Michigan; (2) Reporter, U. M. News Service.

"Dial selectors and a remote monitoring system, installed in the University of Michigan language laboratory demonstrate that language teaching can--and should--go beyond its traditional trinity of teacher, textbook and classroom."

6727. MUELLER, THEODORE H., and LEUTENEGGER, RALPH R.

"Some Inferences About an Intensified Oral Appraoch to the Teaching of French Based on a Study of Course Drop-outs." Mod. Lang. Jour., 48:91-94, February 1964. Authors: (1) University of Akron; (2) University of Wisconsin--Milwaukee.

An investigation of the correlation between ease of foreign language learning and auditory aspects as measured by the Seashore Measures of Musical Talents. This study is combined with the results of an instructor questionnaire and interview to determine what prompted a disproportionate number of drop-outs from a TV section.

6728. SCHERER, GEORGE A. C., and WERTHEIMER, MICHAEL

"The German Teaching Experiment at the University of Colorado." German Quart., 35:298-308, May 1962. Authors: (1) Professor of Modern Languages, University of Colorado; (2) Professor of Psychology, University of Colorado.

"This is a progress report covering some of the results obtained on an experiment entitled 'Extended Classroom Experimentation with Varied Sequencing of the Four Skills in German Instruction'."

6729. SHELTON, LEROY R.

"Shortwave, an Untapped Resource." Hispania, 46:123-125, March 1964. Author: Millikin University, Illinois.

The author reports on a course in Spanish he offered at Millikin University consisting entirely of tapes made from shortwave broadcasts. Format, techniques, and examinations are discussed.

6730. SILZ, WALTER

"The Scholar, The Critic, and the Teacher of Literature." German Quart., 37:113-119, March 1964. Author: Emeritus Gebhard Professor of German Literature, Columbia University, New York.

The author discusses the need to use both the "historical method" and the "critical method" in the study of literature if we are "to avoid the extremes of uncritical antiquarianism or uncritical dilettantism."

6731. SPENCER, RICHARD E., and SEQUIN, EDMOND L.

"The Relative Effectiveness of Earphones and Loudspeakers as a Means of Presenting a Listening Test in a Foreign Language." Mod. Lang. Jour., 48:346-49, October 1964. Authors: The Department of German at the Pennsylvania State University.

A study to determine if two different methods of presenting a German foreign language listening test (earphones vs. loudspeaker) has an effect on the scores of students. Discusses problems of sound control and selection of appropriate teaching media.

6732. TOUS, ALFONSO

"A Language Laboratory Workshop." Cath. Sch. Jour., 62:29-30, May 1962. Author: Director of the Marianist Language Institute, Mineola, New York.

An explanation of the conduct of a language laboratory workshop at the University of Dayton. Considers dilemmas in approach and evaluation, and provides a solution to course problems in addition to a definition of the workshop.

6733. VALDMAN, ALBERT
"How do we Break the Lockstep? Variations in Class Size as Applied to Language Teaching." Audiovisual Instr., 7:630-634, November, 1962. Author: Associate Professor, Department of French and Italian, Indiana University.

Describes an experimental program begun in September, 1961, at Indiana University to teach French as a "multiple-credit" course, the student earning credits on the basis of objectively determined achievement rather than the successful completion of a stated number of semesters. This self-pacing feature was made possible by a drastic reduction in class size and the extensive use of the language laboratory as a teaching machine.

SEE ALSO NOS. 2285-2371, 3540-3573, 3921, 3993, 4009, 4013, 4080, 4112, 4202, 4488, 4595, 4697, 4767, 4769, 4776, 4885, 4988, 5025, 5031, 5065, 5069, 5071, 6439, 6448, 6603, 6655, 6657, 6906.

6. MUSIC

(Nos. 6734-6759)

6734. ADLER, SAMUEL
"Problems of Teaching Composition in Our Colleges Today." Amer. Music Teach., 13:18-9, November-December 1963. Author: Director of Music, Temple Emanu-el, Dallas, Texas.

". . .during every period of artistic development there were young people in revolt against the established methods and the accepted forms of teaching. However, at no time in the long history of music have we faced quite such a situation as we do at this present time." The author points to such problems as the development of electronic and "chance" music, the student of composition who is in revolt against a system which he considers obsolete, the need for a solid foundation in theory and history before college, and the lack of knowledge of contemporary music of both teachers and students.

6735. CARLSEN, JAMES C.
"Programed Learning in Melodic Dictation." Jour. Res. Music Educ., 12:139-48, Summer 1964. Author: University of Connecticut.

". . .this investigation was undertaken to obtain information relating programed instruction to aural perception in music theory, and specifically to melodic dictation." It was conducted in the Northeastern University School of Music with students in three sections of a first year ear training class. Both linear and branching programs were used.

"The results of this experiment clearly indicated the value of programed tape recorded material in teaching melodic dictation."

6736. CHRISTY, VAN A.
"Learning and Teaching Interpretation." Amer. Music Teach., 13:6-7+, September-October 1963. Author: Professor of Music, University of California at Santa Barbara.

A presentation of seven basic guide-lines in teaching vocal interpretation. They are: (1) stress listening experience, (2) stress expression first and technique second, (3) develop imagination and sensitivity to mood, (4) develop style, discrimination and musicianship, (5) develop individuality in interpretation, (6) observe boundaries of good taste, and (7) set high standards.

6737. GIANNINI, VITTORIO
"Teaching Composition: A Creative Approach." Music Jour., 20:33+, Annual-Anthology 1962. Author: Head, Composition Department, Manhattan School of Music and member of the faculty, Juilliard School of Music.

An outline of a course of study for the composition student and some thoughts about the proper role of the teacher in his relationships with his students.

"I believe the primary goal of the teacher is to respect the musical personality of the student, nourish it by teaching him the means to acquire a broad technic based on sound and proven foundations, stimulate and increase his knowledge of the literature of music of all periods, widen his horizon and make every effort to foster independent thinking on the part of the student. . . ."

6738. HAILPARN, LYDIA R.
"Teach Elementary Sight Reading." Music Jour., 21:89, October 1963. Author: Concert pianist, graduate of Juilliard, earned doctorate from Columbia University, New York.

A suggested approach for teaching sight reading in piano to a college group. The author stresses the importance of keeping the eyes on the music rather than the keyboard, and she lists important criteria for selecting sight reading materials.

6739. HEMSTUND, ARNOLD L.
"Music and the Visual Arts: Core 21." Jour. Gen. Educ., 14:201-8, October 1962. Author: Director of the Core Program in Music and the Visual Arts at Colgate University, New York.

Core 21 is a course which presents the work of art itself through originals or reproductions.

Conditions for teaching the course are described: classroom, capital equipment, methods of exposition.

The article also discusses teaching and examination methods, staff, and expectation for Core 21.

6740. HOWE, RICHARD
"The Great Teacher-Performer Conflict." Music Jour., 20:33+, October 1962. Author: Chairman, Department of Music, Grinnell College, Iowa.

"Neither the university nor the conservatory has yet resolved the conflict between the scholar and the performer. Professional training in the university has suffered in quality, while scholarly training in the conservatory has produced the dilettante - the dabbler in musical erudition." The author describes an experiment to be launched at Grinnell College in 1962 which is designed to explore teaching concepts which will make use of performance.

6741. HOWERTON, GEORGE
"New Perspectives on Teaching the Disciplines: Music." Current Issues in Higher Education, 1962 (No. 5685), 85-88. Author: Dean, School of Music, Northwestern University, Illinois.

One trend in the field of music is a changing attitude as to the place or function of music in the society of which it is a part. The realization that music is more than performance, that it is 'one of the vital expressions of man's inner spirit, one of the avenues of which his soul is compounded,' has led to an expansion of the responsibility of the 'musician-educator.' "The teacher of music must be more widely trained culturally, more thoroughly grounded technically, and more proficient in the technique of communication. He has the dual responsibility for providing both trained performers and discriminating listeners."

6742. KELLEY, DOROTHY
"Music in Higher Education." Music Jour., 20:66+, September 1962. Author: Director of teacher training in music education, Indiana University.

The author suggests approaches for developing basic musicianship in a course for future elementary classroom teachers and for helping them find personal satisfaction in the study of music. "The extent of intelligent instruction on the college level will determine to a great degree the efficiency of the elementary teacher's ability to assist in the music program in our public schools."

6743. LUCKTENBERG, GEORGE
"The Piano Teacher Shortage: What One College Is Doing About It." Music Jour., 21:46+, February 1963. Author: Associate professor of piano and harpsichord, Converse College, South Carolina, President of South Carolina Music Teachers'

Association, faculty member at National Music Camp (Interlochen).

A description of the program at Converse College aimed at remedying the critical shortage of qualified, competent private teachers of piano. It has three closely interrelated aspects: the preparation of future teachers now in college; direct instruction of pre-college pupils; and co-operation with the community's adult private teachers. The bulk of the article describes the methods used in teaching two courses in piano pedagogy.

6744. LUNDIN, ROBERT W.
"Can Perfect Pitch Be Learned?" Music Educ. Jour., 49:49-51, April-May 1963. Author: Associate Professor of Psychology, Hamilton College, New York, and member of the Editorial Board of Music Educators Journal.

The results of laboratory investigations on perfect pitch at Hamilton College tend to disprove the statements of Carl Stumpf in 1883 and Carl Seashore in 1919 that absolute pitch is an inborn talent. The experimentors have shown that subjects exposed to training improved significantly in their ability to name the tones presented to them. In the initial experiment, two of the five subjects met the experimentors' criterion of perfect pitch in the posttest.

6745. McCOLLEY, MARY RUTH
"Class Piano Needs Facilities!" Music Jour., 21:50, April 1963. Author: Assistant professor of music, West Texas State College.

The author describes class, elementary music methods, taught in a piano classroom with two students at each piano. "Music education specialists throughout the United States are advocating the principle of keyboard facility which we, too, have adopted in classroom procedure. . . . The unique feature of our program is that we now have the physical facilities to enable students to translate music theory into practical usage."

6746. McGINNIS, DONALD E.
"Good Intonation and How to Achieve It." Sch. Musician, 34:44-45+, November 1962. Author: Professor of Music and Director of the Ohio State University Concert Band.

"I will attempt to define and analyze the factors I consider important to me in teaching a private student, a section, and a full band."

6747. McGUIRE, DAVID C.
"Changing Patterns in the Supervision of Practice Teachers in Music." Jour. Res. Music Educ., 11:110-18, Fall 1963. Author: North Texas State University.

"This report attempts to disclose some current practices in supervision of music student teachers, some changes that have occurred in the past two years, and some possible anticipated changes yet to come." Questionnaires were sent to faculty sponsors of all active student chapters of the Music Educators National Conference, and responses were received from 141 of the 278 institutions contacted.

6748. MADISON, THURBER H.
"Testing and Evaluation at the College Level." Music Jour., 20:38+, October 1962. Author: Director of Musical aptitude testing program, Indiana University.

"It should be the responsibility of college instructors in music, whether they are familiar with technical test construction or not, to apply these broad principles of reliability and validity to their every-day efforts at appraising the talents and progress of their students."

The author reviews the concepts of reliability and validity and stresses the importance of evaluation within the framework of educational and professional objectives.

6749. ROSS, EDGAR
"Improving Facility in Music Memorization." Jour. Res. Music Educ., 12:269-278, Winter 1964. Author: Central Michigan University.

"The present study was designed to test the feasibility of using guided analysis to increase efficiency of music memorization by college wind instrumentalists." The experimental group, "after undergoing a series of training sessions designed to increase the meaningfulness of the material through guided training in analysis of the musical examples," showed a statistically significant decrease in the number of trails required to memorize a given melodic line.

6750. SCHMIED, A. L.
"Resolved: Every Piano Teacher Should Be a Performer." Amer. Music Teach., 14:17+, November-December 1964. Author: Head, Department of Fine Arts, University of Tennessee.

"Summing up the case for the performing teacher, it can be said that: (1) demonstration is the most effective manner of teaching interpretation and can be an important motivating force (2) preparation for performance (the teacher's) develops perception in solving problems of techniques in teaching and in achieving technical skills, the knowledge of which can be passed on to the student, and finally, (3) the teacher himself benefits by developing his own musicianship and a more critical attitude towards his students' performances."

6751. SHERBURN, MERRELL L.
"Music in the Language Laboratory." Music Educ. Jour., 50:109-10, January 1964. Author: Associate professor of music, Michigan State University.

A college language laboratory has been applied to music instruction with a high degree of success. The author describes a freshman dictation course which has been completely recorded on tape so that each student can pursue the course at his own rate of speed, requesting exams when he feel he is ready.

6752. SILBERMAN, ISRAEL
"Teaching Composition Via Schenker's Theory." Jour. Res. Music Educ., 12:295-303, Winter 1964. Author: Brooklyn Public Schools, New York.

A demonstration of how part of Heinrich Schenker's theory of analysis can be employed to develop a method of composition based primarily on classical style. "To continue to teach large forms or even small forms without using the organizing principles abstracted by Schenker from the masterworks is to fly in the face of what I believe to be the best explana tion of classical style and the most promising method of instruction in that style yet developed."

6753. SIMPSON, RAY H.
"Music Instructor's Use of Self-Evaluation Tools." Music Educ. Jour., 50:82-8, April-May 1964. Author: Professor of Educational Psychology, University of Illinois, and member of subcommittee on the Improvement of Instruction of the American Association of Colleges of Teacher Education.

The results of a survey of music teacher self-evaluation practices at AACTE member institutions is given. "The purposes of this report are: (1) to indicate tools a music teacher can use to aid him in systematic self-evaluation; (2) to suggest tools which heads of music departments or dean of instruction in music may wish to encourage their staffs to use; (3) to discuss self-evaluation tools that have most often been used by a sampling of music instructors; (4) to convey a picture of those self-evaluation tools found to have most value to sampled music instructors; (5) to show which self-evaluation tools have most interested music instructors trying them for the first time."

6754. SPOHN, CHARLES L.
"Music Instruction in the Language Laboratory." Theory into Practice, 1:25-29, February 1962. Author: Assista Professor of Music, Ohio State University.

This is a condensation of a detailed report on a pil study conducted by the author. It describes the programing of elemental materials of music on magnetic tape and present ing them in language laboratories. An experimental group us ing tape-recorded self-presentation music materials was compared with a control group being taught by traditional metho

6755. SPOHN, CHARLES L.
"Programming the Basic Materials of Music for Self-Instructional Development of Aural Skills." Jour. Res. Music Educ., 11:91-8, Fall 1963. Author: See No. 6754.

The author describes methods developed and used at the School of Music, Ohio State University for the self-presentation of the elemental materials of music. These methods are aimed at the "fundamentals of music" (music theory) courses and involve programing the materials on magnetic tape and using the facilities of the foreign-language laboratories for the instruction. Detailed data are presented from a study using self-presentation methods for learning to identify musical intervals. "The evidence indicates that through self-presentation methods the ability to identify both melodic and harmonic intervals can be improved."

6756. STERN, MILTON
"Keyboard Instruction in the College Curriculum." Music Educ. Jour., 50:56-8, September-October 1963. Author: Assistant Professor, Department of Music, Los Angeles State College, California.

The author weighs the advantages and disadvantages of two methods of teaching piano and concludes: "There is a definite place for class piano instruction (as ideally indicated above, with no more than twelve students in a class) and there is a definite place for private instruction whether it takes the form of one to one, master class, or participating class. Each affords advantages at particular stages in the development of pianists and in meeting the demands of particular pianistic techniques."

6757. THOMPSON, E. D.
"A Philosophy of Teaching Music Theory." Music Educ. Jour., 50:72-3, June-July 1964. Author: Music Department, Evansville College, Indiana.

The important considerations in teaching music theory are: (1) the use of a good text, (2) the establishment of a strong vocabulary with precise definitions, (3) the integration of writing, reading, listening, playing, analyzing, and creating into the student's experiences, and (4) the teaching of a firm foundation of fundamentals. The author elaborates on each of these points.

6758. WOELFLIN, LESLIE E.
"Teaching Clarinet Fingerings with Teaching Machines." Jour. Res. Music Educ., 12:287-294, Winter 1964. Author: Baylor University, Texas.

This experiment conducted with college students at Southern Illinois University who had no previous experience playing clarinet, showed that teaching machine instruction was as effective as the regular classroom instruction and required only one-half as much time spent in class.

6759. YINGLING, ROBERT W.
"Classification of Reaction Patterns in Listening to Music." Jour. Res. Music Educ., 10:105-20, Fall 1962. Author: Glenside, Pennsylvania.

"This study aims to investigate the process of apprehending and comprehending music. . .in the hope of shedding more light upon the 'appreciation'." The research was conducted with both adults and college students in courses in music appreciation. Subjects wrote down their reactions to several musical selections and their responses were then classified as sensory, emotional, associative, and intellectual. The frequency of response in each of these categories suggested several implications for the teaching of music appreciation.

SEE ALSO NOS. 2372-2374, 3564-3580, 3967, 3980, 4033, 4188, 4556, 4783, 4826, 4988, 5031, 5053, 5219, 6470.

7. PHILOSOPHY

(Nos. 6760-6766)

6760. BENJAMIN, A. CORNELIUS
"The Philosophy Instructor." Jour. Higher Educ., 33:409-416, November 1962. Author: Professor of Philosophy, University of Missouri.

Raises the question as to whether the philosophy instructor should be a "teacher" or a "preacher." Should we teach philosophy merely to inform our students of alternative world views and the ground on which they rest, or should we also advocate the acceptance of one of these points of view as against the other?" In general, the author thinks the philosophy instructor should make known his intellectual commitments; he should advocate his position but not propagandize for it. Finally, he lists five conditions under which advocacy should not ever be encouraged.

6761. EAMES, S. MORRIS
"The First Course in Logic: A Deweyan Approach." Jour. Gen. Educ., 15:46-54, April 1963. Author: Assistant Professor of Philosophy, Washington University, Missouri.

The author investigates the first course in logic, "(1) to point out conflicting aims of the course; (2) to analyse the usual methods of teaching the course; and (3) to offer some suggestions for teaching logic as a method of inquiry of value to a student as a part of general culture."

6762. KEETON, MORRIS
"New Perspectives on Teaching the Disciplines: Philosophy." Current Issues in Higher Education, 1962 (No. 5685), 94-98. Author: Professor of Philosophy and Religion, Antioch College, Ohio.

One trend identified by Professor Keeton is the growing involvement of entire faculties in the teaching of philosophy—a responsibility previously carried only by philosophers and theologians. He also comments on the suitability of independent study in philosophy and compares programed learning with the Socratic method.

6763. KELSEY, IAN BRUCE
"Philosophic Considerations of a Shift in Values." Improv. Coll. & Univ. Teach., 12:154-158, Summer 1964. Author: Faculty of Education, University of British Columbia, Canada.

Reports a major study which reveals a rather substantial shift in student values. "The shift [was] attributed basically to the temper of the times, cultural and traditional patterns of thought, and a susceptibility on the part of students examined to accept and internalize the increasingly intense external pressures for excellence and pursuit of knowledge." Concludes, "The task [of ordering values] involves basically on the part of teaching and administrative staff at colleges and universities throughout the democratic world cultivation of an ability to recognize, to understand, and to combat any and all militant forces which are cloaked in the guise of desirables, and replace them with those ideas, ideals, and values which make for a stronger, freer, more unified world."

6764. McKEON, RICHARD
"Love and Wisdom: The Teaching of Philosophy." Jour. Gen. Educ., 15:239-49, January 1964. Author: Professor of Philosophy and Greek, University of Chicago, Illinois.

This article is a discussion of the problems in the teaching of philosophy.

". . .all problems are philosophic when pushed to their extreme, and the problems of teaching are involved in a philosophy of teaching which may be used to clarify both the teaching of philosophy and teaching in general." The functions and devices used in teaching are discussed in terms of the results desired.

6765. SIMON, SIDNEY
"Value Development: A High Sense of Individualization." Concern for the Individual in Student Teaching, Forty-Second

Yearbook of the Association for Student Teaching, Cedar Falls, Iowa: The Association for Student Teaching, 111-125, 1963. Author: Assistant Professor, Queens College, not further identified.

". . .there is much evidence around us which suggests that the schools are not dealing adequately with the problem of values. . . . In this chapter, nine techniques of value-clarification growing out of the writer's experiences with student teachers have been discussed."

6766. [illegible], LOUISE

"Can Values be Taught?" Jun. Coll. Jour., 34:26-8, October 1963. Author: Project Director, Moral and Spiritual Values Committee of the California Junior College Association.

In a sense every instructor is always teaching his values but there are many difficulties including (1) vague content, (2) impossibility of measuring results, (3) personal nature, and (4) uncertain methods. But junior college instructors are invited to investigate the serious questions involved in value teaching.

SEE ALSO NOS. 2375-2384, 2581-2582, 3052, 4697, 6714, 6776, 6784, 5031, 5050, 6506, 6784.

8. READING
(Nos. 6767-6777)

6767. BLOOMER, RICHARD H.

"The Cloze Procedure as a Remedial Reading Exercise." Jour. Dev. Read., 5:173-181, Spring 1962. Author: Associate Professor of Education of the State University College of Education, Geneseo, New York.

The author reports on his investigation of the use of the Cloze procedure as a remedial reading teaching technique for college students. Control and experimental groups are compared. The results of using the Cloze procedure are discussed.

6768. BLOOMER, RICHARD H.

"The Effects of a College Reading Program on a Random Sample of Education Freshmen." Jour. Dev. Read., 5:110-118, Winter 1962. Author: Director of the Education Clinic, State University College of Education, Geneseo, New York.

The author discusses his effort to determine the values derived by students from a college reading program. Reading tests results, scores on the American Council on Education Psychological Examination, and college grades were compared.

6769. CARTER, RALPH F.

"A Systematic Approach in Student Reading." Improv. Coll. & Univ. Teach., 10:100-102, Autumn 1962. Author: Faculty member, Keene Teachers College, New Hampshire.

Advances a few simple techniques which, if used, will enable college professors to "augment the reading powers of their students. . . . Perhaps we would not only improve instruction but win more people to a deeper appreciation of our content subjects."

6770. [illegible], BARBARA [illegible], and AUSTIN, HENRY [illegible]

"Silent Reading Instruction Aids Oral Reading." Jour. Dev. Read., 6:203-207, Summer 1963. Authors: (1) Reading Improvement Service; (2) Speech Department, both at the University of Michigan.

The authors conducted a study to determine the value of silent reading instruction as a technique for improving oral reading speed and accuracy of college students.

6771. DAVIS, PAUL H.

"Space Speeds in the Classroom." Improv. Coll. & Univ. Teach., 11:70-71, Spring 1963. Author: Educational Consultant, Reader's Digest.

"There is hope that, through new techniques, we can learn to read "2,000 to 4,000 words a minute, in contrast with the usual 200 to 400." Describes the speed reading program at the University of South Florida. Concludes, "Speed reading and programmed learning may be major break-throughs for education."

6772. NELSON, CLIFFORD J., and [illegible], GEORGE

"A University Reading Clinic." Improv. Coll. & Univ. Teach., 11:112-114, Spring 1963. Authors: (1) Director of the Reading Center, Potsdam State University College, New York; (2) Professor of Psychology and Education, Shippensburg State College, Pennsylvania.

Knowledge and skills in dealing with reading problems are developed in graduate students in the university reading clinic. Graduates of the program presumably are qualified to deal with reading remediation problems. Set forth here are six procedures for operating a successful university reading clinic.

6773. NELSON, HELGE G.

"Overcoming Reading Deficiencies at the Community College Level." Jour. Dev. Read., 6:238-242, Summer 1963. Author: English Department, New York City Community College.

"This paper is concerned with experiences in creating and teaching the course in Remedial Reading."

6774. OLSON, ARTHUR V.; SANFORD, ALPHEUS; and [illegible], FRED

"Effectiveness of a Freshman Reading Program." Jour. Read., 8:75-83, November 1964. Authors: College of Education, University of Maine.

"The purpose of this study was to evaluate the effectiveness of training in reading and study skills as a part of the freshman orientation program offered by the College of Education, University of Maine, during the fall semester of 1960.

6775. [illegible], ROBERT W.

"Pain and Profit in Undergraduate Reading." Improv. Coll. & Univ. Teach., 12:230-231, Autumn 1964. Author: Chairman, Department of History, Georgia State College.

"I am convinced that textbooks of the conventional type should be practically forbidden in advanced courses in areas where decent books and periodicals are available; no textbook can match the breadth and challenge of a wide variety of reading."

6776. [illegible], PHILLIP

"Promoting Reading Achievement." Improv. Coll. & Univ. Teach., 12:229-231, Autumn 1964. Author: Associate Professor of English, Brooklyn College, City University of New York.

College students live in a world of books: this reading is mandatory. College teachers, especially instructors of incoming freshmen, hold key positions as students enter this "bookish" world. Suggests several "classroom practices that promote his students' reading development."

6777. [illegible], EDWARD G.

"Recent Research in College and Adult Reading." Jour. Dev. Read., 6:3-14, Autumn 1962. Author: Reading Clinician for East High School, Duluth, Minnesota.

"The research reported here includes studies which evaluate existing college reading programs, present methods of teaching reading. . .and present information relative to the preparation of high school and college teachers of reading."

SEE ALSO NOS. 2385-2410, 3583-3613, 5071, 5566, 6816.

9. RELIGION
(Nos. 6778-6787)

6778. [illegible], RICHARD R.
"On Improving College Bible Teaching." Relig. Educ., 57:209-213+, May-June 1962. Author: Assistant Professor of Religion, Occidental College, California.

This study evaluates existing practices in Bible teaching from the points of view of both students and instructors, and concludes with a listing of valuable practices. It discusses objectives, teaching qualities, approaches, methods, assignments and textbooks.

6779. FINN, EDWARD
"Form Criticism Goes to College." Relig. Educ., 59:125-132, March-April 1964. Author: Department of Theology, Marquette University, Wisconsin.

The author discusses how he presents a "new point of view" to his students of Apologetics and Christian Origins at Marquette University. He outlines problems of presentation and reports on experimentation in assignment with five different classes of students.

6780. GAVIN, THOMAS F.
"Helping Catholic College Students Bring Christ to Non-Catholics." Cath. Educ. Review, 62:315-8, May 1964. Author: Woodstock College, Maryland.

The author gives some suggestions as to how the religious teacher in a Catholic college can introduce his students to the world of Protestantism.

6781. HOGAN, VERY REV. EDWARD, J. S. S.
"Teaching the Dogma Course: Scripture and Authority of the Church." Nat. Cath. Educ. Bull., 59:65-69, August 1962. Author: Rector, St. John's Provincial Seminary, Plymouth, Michigan.

Suggestions for a new approach in teaching dogmatic theology. Discusses the role of scriptural material in a doctrinal thesis; the use of Scripture as a source of light rather than a basis of conviction.

"Theologically, then, the norm of truth and of faith is the authoritative teaching of the church; and pedagogically that teaching must form the core of our classroom methodology."

6782. LARUE, GERALD A.
"Teaching the Old Testament in a Private University." Relig. Educ., 59:417-421, September-October 1964. Author: Associate Professor, Department of Religion, University of Southern California.

The author discusses the difficulties of teaching in the field of religion on a university campus. He considers the problems of selection of materials, presentation, and the attitude of the teacher.

6783. [illegible], RAYMOND F.
"Catholic Higher Education and the Ecumenical Spirit." Nat. Cath. Educ. Assoc. Bull., 59:230-4, August 1962. Author: Dean, Graduate School, Xavier University, Ohio.

Discusses the role of Catholic colleges and universities in fostering the ecumenical spirit.

". . .the ecumenical spirit must be communicated by theology teachers who themselves have it as they teach theology."

Considers contributions by programs of general education, through areas of specialization, through university sponsored research, and through extracurricular activities.

6784. SILVERMAN, HIRSCH LAZAAR
"Religion, Philosophy, and Psychology." Improv. Coll. & Univ. Teach., 11:107-109, Summer 1963. Author: Professor of Psychology, Yeshiva University, New York.

"It is our purpose to sketch certain knowedge about philosophy as a psychological entity, about psychlogy as a science, and about religion as a way of life; andupon that foundation to erect the structure of ideas for esimating rightly the relationships and interdependencies btween and among the disciplines." Concludes, "Philosophy, eligion, and psychology agree in effecting synthesis in the mst practical way, i.e., by experiencing a state of enlightenmet, in a myriad of forms."

6785. STENDAHL, KRISTER
"Religion in the University." Daedalus, 21-528, Summer 1963. Author: Harvard Divinity School, Massachusetts.

"A discussion about the place of religionin the American university is fraught with much confusion." ut the time has come to find a realistic place.

6786. STENSON, STEN H.
"The Christian as a Teacher." Jour. Gen.Educ., 14:45-55, April 1962. Author: Assistant Professor f Philosophy, Smith College, Massachusetts.

". . .my fundamental thesis: that Christan faith is almost uniquely conducive both to the transmissio and reception of liberal education. More broadly, that itis not religion, but the lack of it, that endangers liberal hought."

The author feels that Protestant principle make the Christian teacher a scholar who will forever seekthe truth, moving always closer to it, but always remaining ifinitely removed from it.

6787. WADE, FRANCIS C.
Teaching and Morality. Chicago: Loyola niversity Press, 1963. 269 pp. Author: Department of Philosophy, Marquette University, Wisconsin.

"This book deals with the relation of teaning to moral virtue in a Catholic liberal arts college. . .. Looking closely at the nature of teaching and moral choice may reveal the fact that learning in a college is so saturated with moral factors that the very act of teaching can do for e moral life of the student what nothing else can do. Th is the position this book is intended to establish."

SEE ALSO NOS. 1417-1437, 6365, 6776, 6980, 7071, 7442.

10. SPEECH AND DRAMATICS
(Nos. 6788-6806)

6788. ABBOTT, PHILIP F.
"A Comparative Study of Programmed Instruction and Videotaped Lectures as a Part of a Course in Public Speaking." Speech Mono., 31:461-6, November 1964. Author: Assistant Professor of Speech, Emerson College, Massachusetts.

Investigates the value of presenting material to students through small sequential steps or frames in the form of questions or statements. Evaluates six modes of presentation. Discussion emphasizes need for skill on the part of the programmer and discussion leader.

6789. BUTLER, JAMES H., and WORK, WILLIAM
"Filmstrips for Use in Teaching Drama and Theatre." Educ. Theatre Jour., 15:[illegible]-78, March 1963. Authors: (1) University of Southern California; (2) Eastern Michigan University.

The article discusses the use of filmstrips and is basically an annotated bibliography of filmstrips for use in teaching drama and theatre.

6790. [illegible], [illegible]
"Speech and the Principles of Learning." Speech Teacher, 12:138-140, March 1963. Author: Assistant Professor of Speech Education, Queens College, City University of New York.

"Teachers have an unfortunate tendency to assume that telling is teaching, and that when they have 'told' their students, their responsibility is completed." Explains six principles of learning and the use of speaking-listening by all teachers.

6791. CANFIELD, WILLIAM H.
"A Phonetic Approach to Voice and Speech Improvement." Speech Teacher, 13:42-46, January 1964. Author: Assistant Professor of Speech, Teachers College, Columbia University, New York.

"Phonetics is one of the most valuable teaching tools that the voice and speech improvement teacher possesses." Discusses development of strength and clarity of tone, continuous and smooth flow of speech, and efficient production of speech sounds.

6792. CARNEY, JOHN J., JR.
"Anyone Who Writes Well Can Speak Well?" Improv. Coll. & Univ. Teach., 12:209-211, Autumn 1964. Author: English Faculty, New York State University College at Potsdam.

This article explodes the myth that effective speaking is a mere function of effective writing. Maintains that the two are quite different.

6793. CLEARY, JAMES W.
"A Parliamentary Procedure Teaching Method: The Formation of a Realistic Organization." Speech Teacher, 11:124-9, March 1962. Author: Associate Professor of Speech, University of Wisconsin.

A description of the parliamentary procedure course at the University of Wisconsin and the final parliamentary exercise as a vital part of that course. This exercise is the formation of a realistic, temporary organization.

6794. GABRECHT, ELEANOR A.
"A Method of Teaching Impromptu Speaking to Foreign Students." Speech Teacher, 13:288-92, November 1964. Author: Assistant Professor of Speech, University of Southern California.

Describes one method to overcome foreign students' language problems and enable them to benefit from the experience of impromptu speaking. Discusses selection and advanced assignment of topics, the use of lead-up drills, controlled introduction of impromptu features, and insistence upon class participation.

6795. GEIGER, DON
"Oral Interpretation and the Teaching of Literature." Speech Teacher, 11:202-7, September 1962. Author: Professor and Chairman, Department of Speech, University of California, Berkeley.

Notes the elements of oral interpretation lines of advance represented by recent oral interpretation theory, with emphasis on its value as a part of literary study. Reflects on Curry's Imagination and Dramatic Instinct of 1896.

6796. GRIFFIN, KIM, and BOWERS, JOHN WAITE
"An Experimental Study of the Use of Lectures to Large Groups of Students in Teaching the Fundamentals of Speech." Jour. Educ. Research, 55:383-385, May 1962. Authors: (1) Head of Speech Division, Department of Speech and Drama, University of Kansas; (2) Speech Assistant, University of Iowa.

This is a report of a study on the effectiveness of two methods of college teaching: the mass lecture-quiz section combination and the seminar-type class. "It appears that the mass lecture method of teaching can be employed without diminishing the amount of learning."

6797. HARGIS, DONALD E.
"Some Basic Considerations in Teaching Voice." Speech Teacher, 12:214-18, September 1963. Author: Associate Professor of Speech, University of California, Los Angeles.

Poses three practical questions, the answers to which can serve as the basis for a decision on assisting any student toward real improvement in speaking. Discusses time, psychology and teacher competence.

6798. HOOGESTRAAT, WAYNE E.
"Letters of Evaluation--An Exercise in Speech Criticism." Speech Teacher, 12:29-30, January 1963. Author: South Dakota State College.

A technique of speech criticism is outlined whereby each class member writes a detailed letter of criticism to each other class member on his class and speaking performance. "The letters are to be based upon an established critical standard."

6799. LINE, WILLIAM
"A Discussion of Discussion." Improv. Coll. & Univ. Teach., 10:203-205, Autumn 1962. Author: Professor of Psychology, University of Toronto, Canada.

"I have tried to say what I think discussion is not. I have very loosely tried to indicate the direction of my thinking as to what discussion is, as I have experienced it. Fortunately for me--and for you--my time is spent, and I can therefore leave the discussion of discussion in your hands, where it really belongs."

6800. MacARTHUR, DAVID E.
"Reader's Theatre: Variations on a Theme." Speech Teacher, 13:47-51, January 1964. Author: Chairman, Department of Speech and Drama, Milwaukee-Downer College, Wisconsin.

An attempt to show some of the variations and experiences encountered with "Reader's Theatre," which the author feels might easily be called Monologue Theatre. Describes individual student presentation of a short program.

6801. REA, RICHARD G., and GRAY, JOHN W.
"Teaching Parliamentary Procedure Through Programed Instruction." Speech Teacher, 13:21-24, January 1964. Authors: Instructors, Speech Department, Auburn University, Alabama.

Report on the results of an investigation of the use of programed instruction in teaching parliamentary procedure to shorten the length of time to acquire the working essentials of parliamentary procedure.

6802. ROACH, HELEN
"The Listening Room at Brooklyn College." Improv. Coll. & Univ. Teach., 10:176-177, Autumn 1962. Author: Faculty Member, Brooklyn College, City University of New York.

In this listening room students hear records of the spoken word. They also record their own voices and "hear themselves as others hear them." ". . .listening to recordings of our utterances can provide any of us with education in the art of speech." The listening room at Brooklyn College has met with enthusiastic response.

6803. SIMPSON, RAY H.
"Speech Teachers and Self-Evaluation." Speech Teacher, 13:165-170, September 1964. Author: Professor of Educational Psychology, University of Illinois.

Describes some aspects of the use of diagnostic self-evaluation procedures by a sampling of speech instructors. Discusses the value and effectiveness of such procedures in improving teaching performance.

6804. STEVENS, WALTER W.
"The Speech Building Conference." Speech Teacher, 12:27-28, January 1963. Author: University of Washington.

Describes the use of a pre-speech conference for evaluation of an outline, rather than a limited written critique.

6805. WATKINS, LLOYD I.
"Affiliating the Advanced Speech Class With a Charitable Organization." Speech Teacher, 12:30-32, January 1963. Author: Ohio University.
A program to reduce the limitations of the classroom and the problem of the contrived, artificial speaking situation by sending each student out at least once before a community group where he gives a "goodwill" speech for the American Cancer Society.

6806. WORK, WILLIAM; KAHAN, GERALD; and QUINN, ROBERT S.
"16 mm Films for Use in Teaching Drama and Theatre." Educational Theatre Journal, 15:259-75, October 1963. Authors: (1) Executive Secretary of the Speech Association of America; (2) University of Georgia; (3) Morningside College, Iowa.
This is a list and description of 16 mm films available for purchase or rental which are appropriate for use in teaching Drama and Theatre.

SEE ALSO NOS. 2428-2432, 3613-3616, 3896, 4088, 4335, 4588, 4589, 4622, 4664, 4666, 4918, 4919, 5053, 5079, 5083, 5121, 5243, 5311, 5828, 6461, 6564.

B. SOCIAL SCIENCES
(Nos. 6807-6905)

1. GENERAL
(Nos. 6807-6809)

6807. BREATHETT, GEORGE
"A Social Science Core." Improv. Coll. & Univ. Teach., 11:225-227, Autumn 1963. Author: Professor of History, Bennett College, North Carolina.
Describes the social science core program--a part of the general education program--at Bennett College. Considers both the content of the course and the teaching techniques employed in it. Notes that "a policy of continued evaluation of this core as a part of the general education program prevails."

6808. ESTVAN, FRANK J.
"New Perspectives on Teaching the Disciplines: Social Sciences." Current Issues in Higher Education, 1962 (No. 1605), 79-81. Author: Professor of Education, Wayne State University, Michigan.
"The need to rethink the nature of liberalizing education designed for all college undergraduates is more crucial than ever. One promising approach is to transform social science from a loose confederation of subjects to a discipline having an integrity of its own. The teaching of such a discipline will call for an encompassing point of view, the reorganization of knowledge about man and society, emphasis on common methods of inquiry, and the association of scholars dedicated to this great task."

6809. MAYO, SELZ C., and SCHWENNINGER, C. CAYCE
"Teaching Methods of Social Research." Improv. Coll. & Univ. Teach., 11:228-230, Autumn 1963. Authors: (1) Head of Rural Sociology; (2) Head of Agricultural Education, both at North Carolina State College.
The writers "describe a program for developing competence in social research" as a part of their regular undergraduate training. Some 100 student-teachers have been involved in the research training program during the past decade. "There is mounting evidence that there is a great deal of carry over from the research efforts to . . .vocational activities. And, of course, the training can always be applied in their various citizenship roles."

SEE ALSO NOS. [illegible]

2. ECONOMICS AND BUSINESS
(Nos. 6810-6840)

6810. ASTNESS, CAROL, and KEEL, KEITH L.
"Less Time for as Much!" Bus. Educ. Forum, 17:20+, May 1963. Authors: Stephens College, Missouri.
The authors explain how, by the use of tape recordings, they have taught skill subjects such as shorthand and transcription in less time. This method involves the student in out-of-class work, much as in the use of a language lab.

6811. BACKLUND, D. HOWARD
"Beginning Shorthand Students Enjoy Transcription--at the Typewriter." Jour. Bus. Educ., 37:227-228, March 1962. Author: Portland State College, Oregon.
The author discusses the benefits of introducing machine transcription into his beginning shorthand class earlier and on a larger scale. He reports his procedures and the results achieved by the class.

6812. BUERGLER, SISTER MONA MARIE
"Speaking of Shorthand Labs. . ." Jour. Bus. Educ., 39:273-4, April 1964. Author: Fontbonne College, Missouri.
The author is pleased with the adaptation of the college language lab to business use. "So, fellow business teacher, if you wish to avail yourself of the language lab facilities in your school, tuck this article under your arm, invite the chairman of your language department to lunch, offhandedly show him what can be done, and your troubles will be solved."

6813. DALE, RICHARD S.
"Some Pointed Advice to the Student Teacher." Balance Sheet, 45:148-9, 189, December 1963. Author: San Jose State College, California.
Advice is given to prospective student teachers in business education from a colleague who has just had the experience.

6814. FEINBERG, MORTIMER; LONG, LOUIS; and ROSENBACH, VIOLA
"Results of a Mandatory Study Course for Entering Freshmen." Jour. Dev. Read., 5:95-100, Winter 1962. Authors: Members of the Faculty, Bernard M. Baruch School of Business and Public Administration, City College of New York.
This is a report on an effort to improve "the academic performance of college students in business through a study methods and reading course which was mandatory. Negative results were obtained.

6815. FELS, RENDIGS, and STARLEAF, DENNIS R.
"Controlled Experiments in Teaching Techniques." South. Econ. Jour., 30:68-73, July 1963. Authors: Vanderbilt University, Tennessee.
The authors experimented with programmed instruction in the teaching of elementary economics. Classroom instruction was deemed superior, but the authors plead for more experimentation in the hope of improving both methods.

6816. GRAFF, J. C.
"Are Your Ethics Showing?" Balance Sheet, 45:403, May 1964. Author: State Teachers College, Shippensburg, Pennsylvania.
"The moral integrity needed by business students can be instilled by the example set by the business teacher."

6817. GREEN, ALICE C.
"Applied Stenography in the First Semester." Jour. Bus. Educ., 39:77-80, November 1963, and 115-117, December 1963. Author: Chicago City Junior College--Wright Branch, Illinois.

This is a report on an experimental course in Pitman shorthand. Special reference is made to phonics and transcription procedures. The text, method, testing and results are reported.

6818. GREEN, ALICE C.
"Is Typewritten Transcription Too Long Delayed?" Balance Sheet, 45:395-7+, May 1964. Author: Wright Junior College, Illinois.
This article contains the report of an experiment in introducing transcription from the first day in the shorthand class.

6819. GREEN, HELEN H.
"Some Practices to Help Typewriting Students." Balance Sheet, 46:100-5, November 1964. Author: Michigan State University.
This article explains some practices which the author has found successful in her typewriting classes. Twenty seven specific techniques are listed and illustrated.

6820. GREEN, HELEN H.
"Transcription Grading With a Minimum of Arithmetic." Balance Sheet, 45:100-3+, November 1963. Author: See No. 6819.
This article illustrates a simplified method of grading transcription while making an accurate evaluation of the student's ability.

6821. JONES, ELLIS J.
"Change That Last Sentence to. . .!" Jour. Bus. Educ., 38:54-55, November 1962. Author: Gustavus Adolphus College, Minnesota.
"Judicious use of office-style dictation will make your terminal shorthand class even more interesting. . . ." The author describes the use of variations in rate, changes in wording, room noises and changes in writing positions and materials.

6822. JONES, HILDA M., and [illegible], LOUISE J.
"Transcription—Challenging and Exciting? Or Dull and Routine?" Jour. Bus. Educ., 38:146-149, January 1963. Authors: Oregon State University, Corvallis.
"Can a college course in advanced transcription be different, challenging, and exciting?" The authors show us their course by following a student in her work. "Secretary for the Day," electronic equipment, projectors, charts, and special exercises are explained along with a comprehensive grading scale.

6823. [illegible], GEORGE W.
"The 'T' Account Speeds Learning." Balance Sheet, 45:208-10, January 1964. Author: University of Rhode Island.
The article suggests a method of using the "T" account for teaching debits and credits. The basic concept developed is the Get-Give concept. It may be related not only to simple elementary accounting entries but also to the more complex entries presented on the intermediate and advanced accounting levels.

6824. LEFFINGWELL, [illegible]
"Four Ways to Help Your Students Build Shorthand Skill." Balance Sheet, 45:6-8+, September 1963. Author: Margaret Morrison Carnegie College, Carnegie Institute of Technology, Pennsylvania.
Dr. Leffingwell offers some concrete suggestions for the improvement of teaching and learning shorthand, according to the methods used at Margaret Morrison Carnegie College. She discusses the setting and understanding of course goals, and building of student confidence. The use of records and tapes is explained.

6825. LEVENSON, MILDRED PALLAS
"Office-Style Dictation in School-Style Classes." Jour. Bus. Educ., 39:323-324, May 1964. Author: Bronx Community College, New York.
"Students are not ready for their first position until they can cope with office-style dictation as well as school-style dictation." The author explains the technique that she uses to improve her intermediate and advanced shorthand classes.

6826. McCONNELL, CAMPBELL R.
"Teaching Economic Growth in the College Introductory Course." Educ. Forum, 28:359-66, March 1964. Author: Associate Professor of Economics, University of Nebraska.
The author believes that the choice of teaching techniques is personal, but regrets the lack of communication among economics instructors.
This article is a result of his belief that some communication on the subject is desirable and it includes a few suggestions concerning the teaching of economic growth in the sophomore course. He comments on the use of the Production-Possibilities Curve and a number of neglected aspects such as historical relativity of economic principles and costs and disadvantages of economic growth. He cautions the avoidance of growth as a dominant theme.

6827. MAXWELL, WILLIAM
"Programmed Instruction in Accounting: A Solution for Large Enrollment?" Jour. Bus. Educ., 39:321-32, May 1964. Author: University of Delaware.
"Programmed instruction has its greatest potential use at the college level as an aid to students having difficulties in specific subject matter." This article discusses the applicability of programmed instruction in accounting and the need for further research in its use.

6828. [illegible], JAMES W.
"Let College Students Write Shorthand the First Day." Bus. Educ. World, 43:34, September 1962. Author: University of New Mexico.
Explains steps by which an instructor can improve shorthand learning.

6829. PERRY, DEVERN
"Shorthand Success Through Writing." Balance Sheet, 46:17-8, September 1964. Author: Brigham Young University, Utah.
This article emphasizes the results which can be achieved in shorthand through the writing rather than the reading approach. In this new approach all students wrote shorthand the very first day of class.

6830. PORTER, ALBERT
"What Must the Business School Do to Survive?" Improv. Coll. & Univ. Teach., 12:36-39, Winter 1964. Author: Associate Professor of Business, San Jose State College, California.
"It appears that, if the business school is to survive, it must 'die and be born again' much as did the medical school fifty years ago." In fact, Porter believes that the coming revolution in business education will be as far reaching as the revolution in medical education half a century ago. "Either the collegiate business school must undergo this transfiguration along the general lines here indicated, or I believe it is going to be swept away completely."

6831. [illegible], ADELINE
"The Time-Stamp Clock in the Transcription Class." Balance Sheet, 44:307-8, March 1963. Author: Pierce College, California.
"A novel method of promoting accuracy, neatness, and speed in a transcription class."
The method of time-stamping provided a competitive basis for improving performance. Students grade one another to determine mailability of transcriptions.

6832. PUTNEY, AGNES
"Using an Overhead Projector in Beginning Shorthand." Jour. Bus. Educ., 40:19-20, October 1964. Author: Rochester nstitute of Technology, New York.

"The use of an overhead projector approximates very closely the student's writing of shorthand in the notebook." This article reports on an experiment conducted at the Rochester Institute of Technology to determine whether an overhead projector is useful in teaching shorthand theory.

6833. "Roundup of Dictation Labs." Bus. Educ. World, 44:13-22, January 1964.

This section is a description of the set-up and operation of dictation labs at nine schools including Illinois State University, Brigham Young University, Massey College, and Bowling Green State University.

6834. SETTLE, KENNETH B.
"The Relative Effectiveness of Two Methods of Teaching Gregg Shorthand." Ed. D. dissertation, University of Cincinnati Teacher's College, Ohio, 1961. Abstract in Diss. Abstracts, 22:4296, 1962.

Compares the teaching of shorthand by means of reading exercises with the teaching of shorthand by means of writing exercises.

6835. SPAULDING, KENNETH C.
"Nature and Limitations of Economic Models." Balance Sheet, 45:204-7, January 1964. Author: Tennessee State University.

This article discusses the usefulness of models in teaching economics. The ways of conveying economic knowledge are examined to ascertain the relative value of mathematical or graphic models. Criticism of excessive emphasis on mathematics in economics is given.

6836. TAYLOR, HELEN W., and PALMER, ELSIE D.
"Development and Evaluation of Programmed Materials and Multiple-Channel Dictation Tapes in Beginning Shorthand." Nat. Bus. Educ. Quart., 32:28-38, March 1964. Authors: (1) Associate Professor in Business Education and Office Administration, University of Tennessee; (2) Curriculum Consultant, Riverview Gardens School District, St. Louis, Missouri.

This is a report on two experimental studies in programed learning in beginning shorthand at The University of Tennessee. Procedures and testing of effectiveness are included.

6837. UNDERWOOD, JUNE
"An Accelerated Program for Beginning Shorthand Students." Jour. Bus. Educ., 39:319-320, May 1964. Author: Portland State College, Oregon.

The author outlines in this article the procedures which have enabled her to teach in three terms the material which previously required four terms. "This teaching method enables a student with only one year of training to enter the secretarial labor market with a functional command of shorthand."

6838. VAN DERVEER, ELIZABETH T.
"Planning for Student-Selected Stenographic Dictation." Bus. Educ. World, 44:8-10, January 1964. Author: Montclair State College, New Jersey.

"Multiple-listening stations are useful for class dictation (individualized instruction), homework practice, make-up or testing in stenography." This arti-le presents suggested ways of setting up multiple-listening equipment; discussing the recording media, budget and permanence of installation as set up at Montclair State College.

6839. [illegible], ANTHONY A.
"Transcription is Easy to Teach." Bus. Educ. World, 43:18-19, December 1962. Author: Community College, Temple University, Pennsylvania.

"By following a few simple rules you can practically insure success in teaching transcription."

6840. YOUNG, KENNETH G.
"Teach the Uses of Accounting Data." Balance Sheet, 44:210-11+, January 1963. Author: Stanislaus State College, California.

"It is important not only to know how to produce accounting data but how to interpret it intelligently."

The author feels that there is a lack of emphasis on interpretation or managerial use of financial data.

All business students should get this instruction as early as possible.

A step-by-step procedure is given by which the student can develop ability to analyze more complex data. The merits of different types of courses are discussed.

SEE ALSO NOS. 2445-2451, 3622-3629, 3906, 4160, 4180, 4182, 4555, 4563, 4776, 4783, 4784, 4993, 5708, 5802, 6408, 6478, 6499, 6502, 6525, 6569, 6810.

3. EDUCATION
(Nos. 6841-6889)

6841. ADEN, ROBERT C.
"An Experiment in Training Social Studies Teachers at North Texas State University, Denton." Peabody Jour. Educ., 39:341-345, May 1962. Author: North Texas State University.

The author reports on an experiment to improve the attitudes and teaching abilities of those students who were prospective social studies teachers. The testing done to determine the effectiveness of the experiment is described, and the results are given.

6842. AMIDON, EDMUND, and BLUMBERG, ARTHUR
"Student Perceptions of Group Work in Teacher Education Classes." Jour. Educ. Research, 56:352-357, March 1963. Authors: Temple University.

The article gives an appraisal, from the student's point of view, of different kinds of group teaching methods or techniques. Differences are reported for elementary and secondary education students.

6843. ANDERSON, DONALD MORRIS
"An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course." Ph. D. dissertation, University of Minnesota, 1963. Abstract in Diss. Abstracts, 24:1934.

Evaluates whether (a) treatments produce different effects, (b) treatments' effects differ according to intelligence level, (c) certain combinations of treatment and level are most effective, (d) different treatments produce different effects on final course test scores.

6844. ARNSTEIN, ALLAN C.
"Teacher Training for the 'Difficult' School." Peabody Jour. Educ., 41:235-237, January 1964. Author: [illegible] Junior High School, New York City.

The author explains why teachers are afraid to work in "difficult" schools, and proposes some ways in which teachers can be prepared to work in "difficult" schools. He believes that his plan for volunteers will reduce teachers transferring or leaving the profession.

6845. [illegible], [illegible]; [illegible], ELAINE; ORT, EDDIE; and WHITE, JACK
"Experimenting with Individualization." [illegible]

the Individual in Student Teaching, Forty-Second Yearbook of the Association for Teacher Education, Cedar Falls, Iowa: The Association for Teacher Education, 147-156, 1963. Authors: graduate students, George Peabody College for Teachers, Tennessee.

Describes briefly an unusual experiment in individualizing student teaching experiences undertaken at George Peabody College. The basic purpose was to provide for each student teacher those kinds of experiences most appropriate for him as an individual. Although there is no attempt to present full-blown case studies, the authors have made recommendations on the basis of their experience as supervisors. They conclude: "If there is a single key to the individualizing of student teaching, it is the selection and improvement of the supervising teachers."

6846. BRADBELT, SAMUEL
"Exploring Crucial Issues in the Social Studies Field." Soc. Studies, 55:243-6, December 1964. Author: Ohio State University.

The author is concerned with the promotion of critical thinking vs. indoctrination when patriotism and ethnocentrism are keynoted in the schools as the basis of good citizenship. He proposes as a means to achieving his end a change in teacher preparation and the development of their critical thinking.

6847. BRIGGS, FRANCES M.
"The Unique and Complex Role of the College Supervision of Student Teachers." High School Jour., 46:291-5, May 1963. Author: University of North Carolina.

The college supervisor is also a college instructor. This article considers the personal and professional qualifications, duties and responsibilities of the supervisor. Consideration is also given to the student teacher's concept of the college supervisor.

6848. BROWN, GEORGE I.
"An Experiment in the Teaching of Creativity." School Review, 72:437-450, Winter 1964. Author: Associate Professor of Education, University of California, Santa Barbara.

This article reports the results of an attempt to teach creativity to college juniors in a course on "Elementary-School Procedures" through experiences in the classroom situation.

6849. BRUNER, JEROME S.
"On Teaching Teachers." Current Issues in Higher Education, 1964 (No. 5687), 97-99, 1964. Author: Professor of Psychology, Harvard University, Massachusetts.

A call for a new approach to the education of teachers which would be an "intimate mix of substance and pedagogy." The goal--a teacher able to appreciate the diverse paths of understanding, the many different ways of learning and teaching a given subject.

6850. CHASE, ALEXANDER M.
"An Experiment with CCTV in Teacher Education." Peabody Jour. Educ., 40:24-30, July 1962. Author: State University of New York at Fredonia.

The author reports on an experiment to determine the effectiveness of observation of instruction by prospective teachers via closed circuit television. The procedure and results of the experiment are clearly written out and accompanied by conclusions and recommendations which indicate that guided televiewing can be as effective as actual guided classroom observation with certain controlled conditions.

6851. COLE, TOM J.
"An Experience in Teacher Training." Peabody Jour. Educ., 41:138-140, November 1963. Author: John Carroll University, Ohio.

This article is a discussion of and listing of the advantages and disadvantages of block type scheduling for practice teaching in secondary education. Students reported that the block was their most interesting semester in college, but should not be done under the supervision of a single individual.

6852. COMMITTEE ON HUMAN RELATIONS IN THE CLASSROOM, NORTH CENTRAL ASSOCIATION
"Human Relations in the Classroom: A Challenge to Teacher Education." North Cent. Assoc. Quart., 38:279-304, Winter 1962.

Analysis of what 1108 college professors who were members of the faculties of 336 teacher education institutions in the North Central area are doing to provide teachers in training with the skills they need to deal effectively with the human relations component of teaching shows that such efforts are sporadic, unfocused, and, for the most part, quite ineffective.

6853. DRESSEL, PAUL L.
"Development of Critical Thinking." Current Issues in Higher Education, 1963 (No. 5686), 79-83. Author: Director of Institutional Research, Michigan State University.

". . .the central objective around which all education should be planned" is critical thinking. It is "the central concept under which the others [values; self-actualization; knowledge, understanding, and appreciation; and creativity] must be subsumed." The author discusses the relationship of critical thinking to each of these other concepts, and argues that "a person can learn to think critically, and teachers and organized institutions of learning can plan experiences which are conducive to this learning process."

6854. DRIFTMIER, R. H.
"Teacher Training Responsibilities of Agricultural Engineering Departments." Agric. Educ. Mag., 34:158-9, January 1962. Author: Alumni Foundation Distinguished Professor and Chairman, Division of Agricultural Engineering, University of Georgia.

In-service training clinics are discussed.

6855. DuBOIS, PHILIP H.
"Educational Research in Ongoing Situations." Adult Educ., 12:210-22, Summer 1962. Author: Professor of Psychology, Washington University, Missouri.

"Since the need is obvious, there should be, in an urban location in the United States, an experimental institute devoted exclusively to empirical research on the psychological problems of adult education."

The author proposes that existing facilities at Washington University can be used for this purpose. He describes the problem of relating student personal characteristics to subject matter gain, and discusses methods and techniques. A third area of studying college grading systems is also examined.

6856. FARLAND, GERALD J.
"The Student-Teaching Dilemma." Improv. Coll. & Univ. Teach., 11:105-107, Spring 1963. Author: Campus School, State University Teachers College at Oneonta, New York.

Too often student-teachers 'find so-called "master" teachers who can't teach.' "A realization of the aims of education makes it imperative that we modify, suggest, and make changes in our student-teaching programs. Good teachers are not 'hatched' but developed. They need to see good teaching and experience the joy and satisfaction that is derived from such an endeavor."

6857. FOX, PHILIP S.
"Student Teaching, The Culminating Experience." Jour. Health, P.E. & Rec., 35:38-40, April 1964. Author: Professor of Health and Physical Education, District of Columbia Teachers College.

Student teaching should be functional in the student's experience and should go beyond preparation for the classroom and include the prospective teacher's life in the community. Emphasis is placed on the joint responsibility of the cooperating teacher and the supervising college personnel for providing superior guidance and supervision.

The author notes the more significant trends and innovations in student teaching and lists many out-of-classroom experiences of some recent student-teachers. He also proposes a set of guidelines for a successful student teaching experience.

6858. GERRISH, HOWARD

"The California Council of Electronics Instructors." Indus. Arts & Voc. Educ., 52:39, January 1963. Author: Associate Professor of Industrial Arts, San Jose State College, California.

This is a report on how cooperative action by teachers of electronics in the junior colleges and high schools in California has led to the improvement of instruction in industrial education.

6859. GILBERT, JAMES H.

"Is Student Teaching a Waste of Scholarship?" Liberal Educ., 49:466-74, December 1963. Author: Associate Professor of Education, Randolph-Macon Woman's College, Virginia.

The author does not feel that student teaching courses are suitable for preparing teachers. He feels they "cannot live up to expectations and are therefore not worth the time, energy and educational resources being invested in them."

Gilbert states that the experience is unlikely to produce lasting competence; there is no effective control or evaluation by the colleges; and it is not the best available method.

6860. HALIO, JAY L.

"Teaching the Teaching Assistant." Coll. English, 26:226-228, December 1964. Author: Associate Professor of English, University of California, Davis.

The problem of teacher-training for college English is offered a solution: the teaching assistantship as an apprenticeship. A three phase plan of assisting, actual teaching under direction, and full direction of self is discussed.

6861. HARDGROVE, CLARENCE E., and JACOBSON, BERNARD

"CUPM Report on the Training of Teachers of Elementary School Mathematics." Arithmetic Teacher, 11:89-93, February 1964. Authors: (1) Professor, Department of Mathematics, Northern Illinois University; (2) Professor, Department of Mathematics, Franklin and Marshall College, Pennsylvania.

The article reports on the programs in elementary education in colleges and universities. Note is made of the number of institutions which have no mathematics course specifically designed for prospective elementary school teachers. The need for implementation of the recommendation of the Committee on the Undergraduate Program in Mathematics (CUPM) is stressed.

The question of competent instruction in mathematics at the college level is raised. "The acute shortage of competent faculty, already felt in many colleges, would be greatly accentuated if new multiple-section courses were added in the implementation of CUPM recommendations."

6862. HASKEW, LAURENCE D., and MONTGOMERY, R. W.

"Teacher Education in Agriculture." Agric. Educ. Mag., 35:198-99, March 1963. Authors: (1) Vice Chancellor, University of Texas; (2) Teacher Education, Auburn University, Alabama.

Each author presents a side of the question "Has teacher education (in agriculture) lost its crusading spirit?"

Haskew writes that teacher education in agriculture is not what it used to be.

Montgomery writes that teacher education in agriculture is a dynamic force.

6863. HEDGES, WILLIAM D.

"Changing the Behavior of Graduate Students in Education." Phi Delta Kappan, 44:447-9, June 1963. Author: University of Virginia.

The author describes a situation in which he placed graduate students (teachers) under extreme tension similar to what their students might experience. An analysis of the technique followed and the graduate students, with but two exceptions, reported changed attitudes.

6864. HINCKLEY, EDWIN CARLYLE, JR.

"An Experimental Study: Relative Effectiveness of Four Techniques of Teaching Wood Identification." Research Study No. 1, Colorado State College, 1963. Abstract in Diss. Abstracts, 24:1883.

Compares four methods of instruction in an industrial arts-woodworking course. No statistically significant differences noted.

6865. HOFFMAN, MARY

"Are We Short-Changing Our Elementary Teachers?" Music Educ. Jour., 48:73-4, April-May 1962. Author: Private Music Teacher, Cornelia, Georgia (formerly teacher in public schools, college).

Some fresh ideas about how to make the methods course for elementary teachers "an exciting adventure" for the non-musicians.

6866. HOOVER, KENNETH H.

"Degree of Teacher Domination in Group Processes and Student Attitude Toward Instruction in Secondary Methods Classes." Jour. Educ. Research, 56:379-381, March 196. Author: Associate Professor of Education, Arizona State University.

The author reports on a study in which he sought to find out what effect different degrees of teacher-centeredness have upon student attitudes toward the instructor and the course. He compared teacher, pupil, and group-centered approaches in a senior course, "Methods of Secondary School Teaching," and found no significant differences.

6867. HOULE, CYRIL O.

"Ends and Means in Adult Education Research." Adult Educ., 12:212-18, Summer 1962. Author: Professor of Education, The University of Chicago, Illinois.

The author advances several propositions to guide investigators in their Adult Education research. He accounts for differential learning abilities, autonomous learning and the thresholds of sequential learning.

He also examines the educational setting, the effect of institutional study and the diffusion of new ideas.

6868. JOHNSON, LARRY K.

"Functions of a College Supervisor." Educ. Forum, 28:469-75, May 1964. Author: Assistant Professor of Mathematics, Central Missouri State College.

The author discusses in this article the various jobs of the college supervisor of student teachers. He enumerates them as public relations, preparation activities, school visitation, and evaluation. These involve representing the college to the constituents of the student teaching program, guiding and placing student teachers, observing student teachers and holding conferences, and cooperative and self-evaluation for students.

6869. KOOB, REV. C. ALBERT

"Needed: An Internship Program for Catholic High School Administrators." Cath. Sch. Jour., [illegible], June 1963. Author: Associate Secretary, Secondary School Department, National Catholic Education Association, Washington, D.C.

"For doctoral candidates, it is conceivable that a full year's internship might be of much more value than the dissertation."

This is a plan to help develop new principals so that they do not come into a position inexperienced.

6870. KRUMHOLTZ, RT. REV. MSGR. ROBERT H.
"Preparation of Diocesan Priests for Teaching in High Schools and Colleges." Nat. Cath. Educ. Assoc. Bull., 59:45-52, August 1962. Author: Vice-President, The Athenaeum of Ohio, Cincinnati, Ohio.

A report on the teacher-training program at the Athenaeum of Ohio. This is a changing program which adapts to current needs. Specific information is given about upper and lower division courses, the graduate program at the Athenaeum and the graduate program at Xavier University.

6871. LAHEY, JANE
"Methods Courses Don't Have to be 'Busy Work'." Bus. Educ. World, 42:28-30, February 1962. Author: Eastern Illinois University, Charleston.

"Are students really being prepared to teach?" The author discusses ways in which a methods course may be made meaningful to prospective teachers. Her techniques include demonstration teaching by the instructor and actual classroom observations. These are facilitated by the development and use of audio-visual aids.

6872. MARS, WALTER J.
"Student Teachers Teach Themselves." Educ. Screen & AV Guide, 42:566-567, October 1963. Author: Media Associate in Teacher Education, Syracuse University, New York.

"The Inter-University Program in Teacher Education (Project 1) presupposes a competency on the part of each student in the operation of educational media prior to his internship." This article explains how pre-service teachers learn equipment operation without benefit of an instructor.

6873. MOE, RICHARD DAVID
"An Analysis of Objectives, Materials and Methods Used in Teaching the Introductory Course in Education in Selected Accredited Colleges and Universities." Ed. D. dissertation, University of Colorado, 1962. Abstract in Diss. Abstracts, 23:547.

Findings are similar with findings one or two decades ago, but more emphasis now placed on foundations.

6874. NACHTMANN, FRANCIS W.
"A Practical Training Program for College Language Teachers." Mod. Lang. Jour., 47:11-13, 1963. Author: University of Illinois.

Describes a successful experiment with a college language teacher training program which proved practical and expeditious. Young staff had demonstration class, lesson plan writing, conferences, and supervised teaching experience.

6875. NELSON, JACK L., and ROBINSON, GERTRUDE A.
"Interdisciplinary Education for Teachers." Improv. Coll. & Univ. Teach., 11:101-102, Spring 1963. Authors: Both Assistant Professors, Los Angeles State College, California.

"Teacher preparation is an interdisciplinary task in higher education. . . . Team teaching is gaining in popularity at the secondary level, and programs of teacher education should provide experiences for prospective team members. Colleges and universities which train teachers can provide leadership in this training by adapting the team approach to college course work. The potential public school teacher is thus able to see the interrelation among the knowledges as well as the mechanics for team presentation.

6876. NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS
Changes in Teacher Education: An Appraisal. Part II, Case Studies. Washington: National Education Association, 1963.

The bulk of the report is devoted to case studies of methods and techniques for improving or facilitating teacher training. Includes use of television, Experimental Learning Center, a program for the preparation of college teachers of professional education.

6877. ORNSTEIN, ALLAN C.
"Teacher Training for Difficult Schools." Jour. Sec. Educ., 39:172-173, April 1964. Author: Teacher, Sands Junior High School, New York City.

"Fear is the major reasons why so many teachers object to having to teach in schools which one considered 'difficult'." This author proposes a program for identifying teachers-in-training who are interested or willing to teach in a "difficult" school and a means whereby they can be introduced to the neighborhoods and children of the "difficult" school, to allay their fears.

6878. PATTERSON, C. H.
"Supervising Students in the Counseling Practicum." Jour. Counseling Psych., 11:47-53, Spring 1964. Author: University of Illinois.

"In this paper the nature of the supervisory relationship of the counselor educator and the student in the counseling practicum is explored. The nature of the relationship is discussed and the implications for techniques or procedures suggested."

6879. RAICHE, SISTER ALOISE
"Supervising Student Teachers." Cath. Educ. Review, 60:551-6, November 1962. Author: Candidate for the doctorate in education at the University of Minnesota.

The article includes consideration of the role of the supervisor and methods of supervision. "The role of the supervisor is threefold: instructor, counselor and public relations person between the college and the schools."

Preparation, observation, classroom visitation, and conferences, as well as informal contacts are discussed.

6880. RAINES, BILL
"An Approach to Practicum for the Elementary School Counselor." Pers. & Guid. Jour., 43:57-9, September 1964. Author: Assistant Professor of Education, Guidance Training Laboratory, College of Education, Ohio University.

"This article contends that a supervised practicum experience must be a vital part of an elementary school counselor's preparation. Practicum enrollees at Ohio University are involved in three major activities: a) working as a counselor in an elementary school; b) participating in a group counseling experience with other enrollees; and c) having an individual conference each week with the counselor educator. These three activities are discussed and then seven premises are presented as the rationale for this approach to practicum."

6881. RUMFORD, HERBERT P.
"An Experiment in Teaching Elementary School Methods via Closed Circuit Television." Jour. Educ. Research, 56:139-143, November 1962. Author: Associate Professor of Education and Psychology at Kansas State College of Pittsburg.

This is a report on a study to measure the effectiveness of total teaching via television by comparing the achievement of matched groups of students under controlled conditions.

6882. [illegible], JAMES E., JR., and McDONALD, ROBERT L.
"The Role of Interaction Groups in Counselor Education." Jour. Counseling Psych., 10:158-162, Summer 1963. Authors: (1) Wofford College, South Carolina; (2) Medical College of South Carolina.

This is a study to determine the effectiveness of an interaction group in fostering emotional growth and self-knowledge in the graduate counseling student. Check lists and questionnaires were used for evaluation. "Subjective evaluations of the interaction group as a method for achieving greater clinical skills were unanimously favorable."

6883. STEINZOR, BENJAMIN
"Novels as Text." Improv. Coll. & Univ. Teach., 11: 180-182, Summer 1963. Author: Associate Professor, State University College at Buffalo, New York.
"This article seeks to show how literary works may be used in courses and seminars for college professors designed to make the professor more truly professional in his practice of teaching." Ends: ". . .a novel can easily serve as a point of departure for the imagination--to discuss, conjecture, to read further, to resolve, and to work toward the improvement of learning in the university." So, contends the writer, novels can be used in the preparation of college teachers.

6884. STOLLER, NATHAN; LESSER, GERALD S.; and FREEDMAN, PHILIP I.
"A Comparison of Methods of Observation in Preservice Teacher Training." AV Commun. Review, 12:177-197, Summer 1964. Authors: (1) Associate Professor of Education and Coordinator of Student Teaching Program, Hunter College, New York, (2) Professor of Education and Development, Harvard University, Massachusetts, (3) Instructor in Education, Hunter College.
"This study tested the hypothesis that. . .kinescope recordings (prepared in advance) provide a more effective medium of observation than closed-circuit television and that TV observation is in turn more effective than the traditional procedure of direct observation in the classroom." The students' responses to these techniques were evaluated using two different measures, one of which failed to confirm the hypothesis, the other of which "revealed strong confirmation of the hypothesis."

6885. SUCHARA, HELEN T.
"Teacher Education: The Context for Professional Laboratory Experiences." The Outlook in Student Teaching, Forty-First Yearbook of the Association for Student Teaching, Cedar Falls, Iowa: The Association for Student Teaching, 131-137, 1962. Author: Associate Professor of Education, Wayne State University, Michigan.
Much of the effort which has been directed toward implementation of professional laboratory experiences "has been restricted to that phase of teacher education which is usually identified as professional education. . . . The continuance of this limited interpretation. . .poses a threat to adequate teacher education. . .Faculties are challenged to re-examine and strengthen professional laboratory experiences in all three areas of a student's preparation (general education, specialization, and professional education)."

6886. TELFER, HAROLD E., and [illegible], WILLIAM H.
"The Student Teacher Conference: A Must!" Peabody Jour. Educ., 41:169-172, November 1963. Authors: Central Michigan University.
"A student teaching experience can never be truly effective if there is not some interchange between the supervisor and the supervised." The authors discuss the conference, formal or informal, as the best relationship for teaching. It is the clue to a successful experience.

6887. TRUAX, CHARLES B.; CARKHUFF, ROBERT R.; and DOUDS, JOHN
"Toward an Integration of the Didactic and Experiential Approaches to Training in Counseling and Psychotherapy." Jour. Counseling Psych., 11:240-247, Fall 1964. Authors: (1) and (2) University of Kentucky; (3) University of Buffalo, New York.
This is an attempt to describe a view of supervision which integrates the didactic and experiential forms of supervision in counselor training. The two approaches are discussed along with ways of implementing an integrated approach.

6888. WALTERS, EVERETT
"A Course on College Teaching." Sch. & Soc., 91:286-87, October 5, 1963. Author: Dean, Graduate School, Ohio State University.
Discusses the method and content of a course on the problems of college teaching taught at Ohio State University. Also its scope of "Growing power" within the University and some of the effects of the course on students.

6889. WYNN, RICHARD
"SIMULATION: Terrible Reality in the Preparation of School Administrators." Phi Delta Kappan, 46:170-73, December 1964. Author: Associate Dean, School of Education, University of Pittsburgh, Pennsylvania
"Simulation offers the possibility of displacing the 'same fare of second-hand success stories' with 'most terrible reality' in the preparation of school administrators." Author discusses in detail the capabilities and limitations of simulation as a method of instruction in the preparation of school administrators.

SEE ALSO NOS. 2452-2456, 3630-3642, 3700, 3847, 4018, 4140, 4062, 4072, 4088, 4090, 4091, 4140, 4173, 4224, 4607, 4705, 4760, 4791, 4812, 4868, 4901, 4916, 4922, 5007, 5011, 5042, 5478, 5489, 5547, 5739, 5753, 5838, 5839, 5842, 5852, 5859, 6211, 6217, 6253, 6295, 6352, 6419, 6440, 6443, 6446, 6449, 6455, 6483, 6490, 6491, 6496, 6497, 6587, 6593, 6640, 6742, 6747, 6765, 6813.

4. HISTORY
(Nos. 6890-6909)

6890. GOODMAN, JAMES A.
"Honors in History: A Junior College Experiment." Jun. Coll. Jour., 33:185-9, December 1962. Author: Instructor in History, Grand Rapids Junior College, Michigan.
The author reports on his success in teaching an honors course in history at the freshman level. Independent reading, oral and written reports replaced the traditional lecture method.

6891. CANNON, JOHN W.
"The Teaching of History in the Twentieth Century." Jour. Higher Educ., 34:379-384, October 1963. Author: Visiting Member of History Faculty, University of Nebraska.
"Some success has been attained in initial survey courses in American and European history through the employment of what, for want of a better name, may be called a three-level approach. The first level is that of the real situation, what actually occurred. . . . The second level is that of apparent situation, the situation as it seemed to be in the minds of those who lived through it. . . . The third level, the most difficult of all to isolate, is the history of ideologies. . . . The three-level approach continually separates myth from reality."

6892. HARRISON, LOWELL H.
"Some Further Observations on Teaching Research Techniques in the Social Studies." Soc. Studies, 55:10-13, January 1964. Author: West Texas State College.
The author comments on the lack of research skills which college freshmen have and describes a course developed at his institution. The Department of History at West Texas State College offers a six weeks course called "Research Techniques in History". The seven major points of the course are discussed.

6893. KINGSTON, EUGENE
"Involving History Students." Improv. Coll. & Univ. Teach., 11:225-226, Autumn 1963. Author: Professor of History, Los Angeles Pierce College, California.
"One way to describe effective teaching is to say that it must 'involve' the student." The writer encourages student involvement by placing "emphasis on the encouragement of a life-long pursuit of self discovery." "The lecture-seminar-

tion method, used alone, lets imagination rest on her oars. Teachers of history can do more to hasten the life-long pursuit of self-discovery, a first requisite to self-fulfillment."

6894. BRITTON, E. A.
"Breadth vs. Depth in the Teaching of the Survey Course in World History." Soc. Studies, 55:261-67, December 1964. Author: Illinois State Normal University.

An educational experiment at Illinois State Normal University gave valuable insights into the methods which might be used in an introductory history course.

The goals of such a course and the methods used to achieve these goals are reported. It is suggested that the broad general survey of world history should be an advanced, not a beginning, course.

6895. RUNDELL, WALTER, JR.
"Communication of Values in Teaching History." Soc. Studies, 54:263-7, December 1963. Author: American Historical Association, Washington, D. C.

"History is nothing less than the conscience of mankind."

The author develops the idea that history conveys the values of times past to the present for our consideration. He suggests historians have become more sophisticated and that they now attempt to explain why, in addition to telling what happened.

6896. SCHOOLING, H. W.
"Partnership in Teaching Preparation." NEA Jour., 51:61-63, May 1962. Author: Superintendent of Schools, Webster Groves, Missouri.

"If is it axiomatic that improvement of teacher education is the responsibility of the total profession, then there must be a partnership between teacher-education institutions and the schools for which they are preparing personnel." The author reports findings from a study of public and private schools in the North Central Association area that [illegible] serving as off-campus student teacher centers.

6897. STAMBLER, MOSES
"History of Space Age Earthlings." Improv. Coll. & Univ. Teach., 12:125-126, Spring 1964. Author: Professor of History, Bronx Community College, New York.

According to this writer, "The Space Age demands a new approach in the teaching of history." "The discovery of life in other areas will require a fusion of our experience with those of other beings on other planets—a more universal approach to history." "We should realize the limitations of working within the framework of the traditional world civilization courses. There is need for a reconstruction of the syllabus stressing the dominant theme of unity and diversity and presenting historical events within this context as case studies. 'Covering' the traditional material might very well meet outdated course requirements, but will it meet the great challenge of our day?"

6898. STAMBLER, MOSES
"Teaching History Survey Courses." Improv. Coll. & Univ. Teach., 11:238-241, Autumn 1963. Author: See No. 6897.

Frankly portrays common faults in classroom teaching of history. Describes method of directive teaching used by writer. Admits, "There is no final system for teaching history, only the need to continue experimentation and communication between experimenters in order to develop the most functional methods. We know that the teaching of history in our colleges today is, in most cases, bearing bitter fruit of boredom and apathy. We must therefore continue to experiment with new systems and techniques until history, the most vital subject for the preservation of our western heritage, becomes an inspiring and stimulating subject for our students."

6899. WALKER, KENNETH R.
"History and Political Science Instruction." Improv. Coll. & Univ. Teach., 11:242-249, Autumn 1963. Author: Associate Professor, Arkansas Polytechnic College.

"Although the amount of literature dealing with college instruction is large, the attention paid by college professors to this abundant material is apparently slight"; professors neglect the abundant literature which might aid them "toward better teaching." Author "suggests the requisites for history and political science instructors to put more stress on reasoning, effective habits of work and study, finding data, developing skills, applying points of view, and improving communication techniques. The main emphasis should not be on memorized facts but on attitudes of perspective, patience, optimism, and the potentiality of human unfolding."

SEE ALSO NOS. 2467-2476, 3643-3646, 4176, 4552, 4556, 4776, 4783, 4883, 4924, 5053, 5315, 6289.

5. POLITICAL SCIENCE

(Nos. 6900-6905)

6900. CHARLTON, JOHN
"Political Literacy Through Basic Education." Improv. Coll. & Univ. Teach., 12:51-53, Winter 1964. Author: Professor of Education, Trenton State College, New Jersey.

"The welfare of a democratic order demands literate citizens." "Politically as a nation we are immature: if colleges are to provide the education of the future, they are going to have to go through a transition." Then follow several suggestions as to things colleges may do to ameliorate this situation.

6901. GOODRAGE, ARTHUR W.
"The Latin American Dilemma." Improv. Coll. & Univ. Teach., 11:134-136, Summer 1963. Author: Professor of International Commerce, American Institute for Foreign Trade.

"Mexico and the United States are linked by a friendly national border. North and South America are linked by the isthmus. Closer ties have long been sought for mutual benefit." This article emphasizes the "part that teaching can take in promoting understanding and awakening a spirit of cooperation."

6902. OLIPHANT, ROBERT
"Instructional Television and Programed Learning." Jour. Higher Educ., 35:488-492, December 1964. Author: Associate Professor, Department of English, San Fernando State College, California.

Considers several problems of application and policy pertaining to instructional television and programed learning "It is quite possible, of course, that in time we will be able to combine televised instruction with programed learning, joining an effective dramatic presentation on film with a flexible sequence of student response and demonstrable progress. However, such a combination would first require a detailed analysis of suitable course material. In short, the sound application of these technological devices to instruction must of necessity wait upon clear and precise analysis of subject-matter."

6903. MORRIS, TED
"A Summer Institute on Labor and World Affairs." Adult Leadership, 67-8, June 1962. Author: Assistant Director, Labor Education Division, Roosevelt University, Illinois.

The article describes the activities and progress of third year students at the fifteenth Annual Session of the Steelworkers Institute held at the University of Kansas in 1961.

Morning activities were reported to be developed around reading of the daily newspaper. In the afternoons, use was made of the University library for background and source material. Films and special resource persons were also utilized. The author reports new insights formed as a result of this experience.

6904. SOLOMON, DANIEL; BEZDEK, WILLIAM E.; and ROSENBERG, LARRY
"Dimensions of Teacher Behavior." Jour. Exp. Educ., 33:23-40, Fall 1964. Authors: (1) Institute for Juvenile Research, Chicago; (2) Chicago City Junior College, Illinois; (3) Massachusetts Mental Health Center.

The behavior of 24 teachers of evening college courses in introductory American government was measured with a questionnaire given to students, ratings by trained observers, and analysis of tape recordings. Teachers were also given a questionnaire to assess their objectives and motives. A factor analysis of the items derived from these instruments was made.

6905. TILLETT, PAUL
"New Directions in Citizenship Education." Liberal Educ., 48:243-51, May 1962. Author: Visiting Scholar at the Brookings Institution.

". . .shifts the stress from preaching participation to fostering political literacy."

The author promotes the use of a laboratory approach to the teaching of politics. The education of students in the skills of political science should go hand in hand with their experience in practical politics.

SEE ALSO NOS. 2467-2476, 3647-3649, 4776, 4784, 4904, 5130, 6327, 6899.

6. SOCIOLOGY AND ANTHROPOLOGY

SEE ALSO NOS. 2477-2489, 3650-3653, 4455, 4607, 4776, 4904, 4917, 4945, 4987, 5456, 6504.

C. NATURAL SCIENCES

(Nos. 6906-6974)

1. GENERAL

(Nos. 6906-6908)

6906. BELLEMIN, GEORGE J.
"Studying Earth Science in French." Jun. Coll. Jour., 35:30, December 1964. Author: Associate Professor of Geology, Los Angeles City College, California.

The author offered a course in earth science taught in French. The course was considered a success by the students, the instructor, and the administration.

6907. GENGERELLI, J. A.
"The Education of Future Scientists." Jour. Higher Educ., 35:61-70, February 1964. Author: Professor, Department of Psychology, University of California, Los Angeles.

Argues for concept-centered rather than fact-centered or knowledge-centered per se in the education of future scientists. "Scientific education that is concept-centered and that does not attempt to cram into the mind of the student all of the existing knowledge in a narrow area opens the way to other and wider consequences. It would not only shrink the constantly increasing communication gap between scientists in different fields, but it would also tend to bridge the chasm between the scientist and society. . . . Concepts and relations constitute the quintessence of true knowledge. . . ."

6908. MACRI, ALFRED ROGER
"A Comparison of the Effectiveness of Two Teaching Methods on the Competence of College Students to Understand Atomic Structure in a One Semester Course in General Physical Science." Ph. D. dissertation, New York University, 1963. Abstract in Diss. Abstracts, 24:2814.

An experiment to determine the effectiveness of the Atomic Orbital Board as a teaching aid, as well as the development of an instrument to test for educational growth.

SEE ALSO NOS. 2490-2503, 3654-3669, 3963, 4087, 4154, 4453, 4568, 4581, 4582, 4600, 4697, 4728, 4780, 4914, 4915, 5289, 5458, 5646, 6486, 6510.

2. BIOLOGY

(Nos. 6909-6915)

6909. JOAN, SISTER M.
"Summer Institute in Biology." Cath. Sch. Jour., 62:49-50, November 1962. Author: biology teacher, St. Augustine School, Chicago, Illinois.

This article is a report on a Summer Institute in Biology at St. Mary's College, Winona, Minnesota. The institute dealt with the study of radiation and modern biology. The report covers the way in which the Institute was run and the activities carried out.

6910. POSTLETHWAIT, S. N.
"Practical Audio-Programed Instruction." Educ. Screen & AV Guide, 43:82-83, February 1964. Author: Professor of Biology, Purdue University, Indiana.

This is a report on a new and unique audio-tutorial science laboratory course at Purdue University. The one semester freshman botany course is taught in four different ways: general assembly, supervised study, independent study, and small group assembly. These four techniques of teaching-learning are discussed by the author. Results of a student survey indicate a successful course.

6911. POSTLETHWAIT, S. N.
"A Systems Approach to Botany." Audiovisual Instr., 8:243-244, April 1963. Author: See No. 6910.

Discusses a method of presenting a freshman botany course with special attention to supervised study utilizing audiotape and laboratory materials.

6912. SILVERSTEIN, ALVIN
"The Effectiveness of Student-Constructed Three-Dimensional Models in the Teaching of College General Biology." Ph. D. dissertation, New York University, 1962. Abstract in Diss. Abstracts, 24:652.

Compares and evaluates standard laboratory instruction with a program where students construct three-dimensional models of the structures studied in general biology.

6913. WELCH, CLAUDE A.
"New Perspectives on Teaching the Disciplines: Biology." Current Issues in Higher Education, 1962 (No. 5685), 102-105, Author: Professor of Biology, Michigan State University.

Arguments in favor of a shift of emphasis in teaching from the product of science to the process of science.

6914. WHITE, HARVEY
"Some Techniques for Teaching Anatomy and Physiology." Speech Teacher, 12:122-24, March 1963. Author: St. John's University (not further identified).

Presents several techniques which have proved useful in teaching the anatomy and physiology of the vocal apparatus. Describes the use of chalking and improvised models.

6915. ZIMMERMAN, HARRY P.
"A Zoology Professor Turns to AV." Audiovisual Instr., 8:245-246, April 1963. Author: Assistant Professor of Education, Bureau of Audiovisual Instruction, University of Wisconsin.

Traces the cooperative effort of AV specialist and professor to develop materials and techniques for more efficient and effective presentation of information in a basic course in embryology.

SEE ALSO NOS. 2506-2520, 3670-3680, 4404, 4603, 4693, 4731, 4776, 4939, 4988, 5031, 5602, 6404.

3. CHEMISTRY

(Nos. 6916-6923)

6916. LARSEN, G. H.; BENFEY, O. T.; and STRATTON, W. J.
"Programming as an Aid to Effective Chemistry Teaching." Jour. Chem. Educ., 40:18-21, January 1963. Authors: Earlham College, Indiana.
This is a report on research done at Earlham College to determine how much programmed instruction makes teaching-learning more effective. Error rate data is considered for use to improve instruction by expansion, correction, and the removal of ambiguities. "Programming forces the teacher to become aware of the complexity and inner logic of a topic he may have thought of as simple and straightforward."

6917. BANKS, JAMES E.
"The Use of Programmed Instruction at the Air Force Academy." Jour. Chem. Educ., 40:21-23, January 1963. Author: USAF Academy, Colorado.
Comment is made on several teaching techniques used at the Air Force Academy, with special emphasis on an intrinsic program covering part of the first semester course in general chemistry: premises for development, procedures, and proposed use.

6918. BROWN, LESTER BENJAMIN
"Motivation Practices in University General Education Chemistry Courses." Ph. D. dissertation, The Ohio State University, 1963. Abstract in Diss. Abstracts, 24:3688.
Determination of practices of college and university professors in stimulating and motivating the assimilation of knowledge, and to determine the extent to which student creativity is provided for in general education chemistry courses.

6919. [illegible], C. H. JR.; SCHWENDEMAN, R. H.; and McQUARRIE, D. A.
"'Live' and Filmed Laboratories." Jour. Chem. Educ., 41:670-671, December 1964. Author: Michigan State University.
This is a report from Michigan State University on a program of film simulated laboratories developed for the first two quarters of the general chemistry course which serves students not majoring in physical science or engineering. The films' use and content are discussed.

6920. KING, L. CARROLL
"New Perspectives on Teaching the Disciplines: Chemistry." Current Issues in Higher Education, 1962 (No. 5685), 98-100. Author: Professor of Chemistry, Northwestern University, Illinois.
In order to encourage the development of creativity in students a new approach to curriculum is needed. It should be one "which permits a well-grounded training in the scientific disciplines, which provides at least a background in the humanities, and which at the same time permits the student a chance to take time to think for himself." At the same time a new breed of teacher will be required—one who is "dedicated to the interest of his students and willing to include them in discussions of his own research and research ideas, . . .willing to pursue the scientific disciplines for the sake of knowledge and students rather than mere personal aggrandizement."

6921. "Paperbacks Indicate Teaching Changes." Chem. & Eng. News, 44:62, April 20, 1964.
"Paperback monographs, as replacements for text books in freshman general chemistry, are a visible indication of rapid absorption of new approaches—even at the undergraduate level."

6922. "Programming Finds a Place in Chemistry." Chem. & Eng. News, 40:78-80, September 17, 1962.
Atomic theory, formulas and equations, gas laws, equilibrium, and other concepts prove adaptable to self teaching techniques.

6923. [illegible], RUTH A.
"Teaching Basic Chemistry Concepts with the Overhead Projector." Jour. Chem. Educ., 41:662-663, December 1964. Author: Hunter College, City University of New York.
This work aims to show that the overhead projector is equally effective in general chemistry where basic concepts are taught with the aid of charts, graphs, and diagrams. The author discusses the use of superimposable images, overlays as masks, and graphs coordinated with student participation.

SEE ALSO NOS. 2542-2543, 3681-3683, 3871, 3876, 3903, 3913, 3917, 3976, 4058, 4417, 4569, 4578, 4598, 4655, 4657, 4755, 4983, 4914, 4915, 4936, 4937, 4938, 4940, 4941, 4982, 5031, 6527, 6578.

4. GEOGRAPHY AND GEOLOGY

(Nos. 6924-6926)

6924. BOAS, CHARLES W., and HENNINGER, EARL J., JR.
"Hypothetical Regions as Teaching Aids in Economic Geography." Jour. Geog., 62:261-263, September 1963. Authors: (1) Michigan State University; (2) Flint Community Junior College, Michigan.
The authors tell how they made use of diagrams of hypothetical regions to present new materials in introductory geography courses on the college level.

6925. JAMES, PRESTON E.
"New Perspectives on Teaching the Disciplines: Geography." Current Issues in Higher Education, 1962 (No. 5685), 88-90. Author: Chairman, Department of Geography, Syracuse University, New York.
A view of the teaching of geography in the general education program. "The position I shall present, as a 'new, old perspective,' is that geography cannot be either topical or regional exclusively, and that physical and human or cultural aspects of the field cannot be treated separately. This position ensures that geography must always be a headache for those academic people who are certain that every discipline must fit in its proper niche as a natural science, a social science, or a humanity—for geography, as I view it, runs right across all these, providing a truly new perspective by combining our understandings in a new dimension."

6926. NIXON, CHARLES JAY
"The Social Conscience Goal and Instructional Procedures in the Basic College Geography Course." Ed. D. dissertation, University of Virginia, 1963. Abstract in Diss. Abstracts, 24:2382.
An appraisal of the value of six instructional procedures in helping learners to cultivate a social conscience in a basic college geography course.

SEE ALSO NOS. 2542-2543, 3684-3685, 6462.

5. HOME ECONOMICS

(Nos. [illegible])

6927. [illegible]

"Teaching Family Relationships." Jour. Home Econ., [illegible], May 1962. Author: Associate Professor of Child Development and Family Relationships, University of Tennessee.

Emphasis in this article is placed on the methods of teaching relationships. "No single method, regardless of its worth, is adequate for the teaching of family relationships." The author illustrates the uses of class discussions, lectures, readings, panels and symposiums, drama, and films.

6928. HALL, CATHERINE R.

"Teaching Clothing Realistically." [illegible], [illegible], October 1962. Author: Chairman, Department of Home Economics, Montclair State College, New Jersey.

"The teaching of clothing and textiles at the college level has been under fire for some time." The question is how much sewing, if any at all, should be included at the college level.

Pre-testing at the college level is suggested as one solution for eliminating duplication of effort. Changes in the amount of construction time are suggested to allow more time for other areas.

SEE ALSO NOS. [illegible]

6. MATHEMATICS AND ASTRONOMY

(Nos. [illegible])

6929. [illegible], ARTHUR

"Television in the Clothing Classroom." Jour. Home Econ., [illegible], February 1963. Author: Associate Professor, School of Home Economics, Ohio State University.

The author reports on a study in the use of television to promote over-all objectives of a clothing course; to motivate the students to self-activity in developing critical standards, in analyzing and solving problems, and in making application of principles as well as acquiring factual information. Both student and teacher evaluation are reported along with general observations and conclusions.

6930. [illegible], ROY ARMSTEAD

"An Experiment with Programmed Instruction in Teaching College Algebra." Ph. D. dissertation, George Peabody College for Teachers, Tennessee, 1963. Abstract in Diss. Abstracts, [illegible].

Compares "conventional" method of teaching with the use of a programed text.

6931. LANCASTER, OTIS E., and ERSKINE, ALBERT

"Achievement in Small Class, Large Class and TV Instruction in College Mathematics." Jour. Eng. Educ., [illegible], May 1962. Authors: Pennsylvania State University.

"It is possible to teach analytic geometry more effectively in terms of immediate achievement in classes of one hundred or more, or by TV, than by the usual small classes with a variation of instructors, from beginning instructors to the most experienced professors."

6932. [illegible], PHILLIP WILLIAM

"An Experiment in the Use of an Auto Instructional Aid in Teaching Electricity." Ph. D. dissertation, University of Minnesota, 1961. Abstract in Diss. Abstracts, 22:[illegible], 1962.

Two groups were used to measure the effectiveness of an instructional device. The experimental group was allowed to check answers immediately after solving the problem. Each group was divided according to mathematical ability.

6933. [illegible]

"The Teaching of Elementary Statistics by the Conventional Classroom Method Versus the Method of Programmed Instruction." Jour. Educ. Research, [illegible], July 1962. Author: Associate Professor and Executive Officer, Department of Mathematics, U. S. Air Force Academy.

The United States Air Force Academy has been "unable to demonstrate that programmed instruction is especially superior to conventional classroom methods for the teaching of elementary statistics."

6934. [illegible], LOUISE [illegible]

"Concept Learning in Trigonometry and Analytic Geometry at the College Level: A Comparative Study of Two Methods of Teaching Trigonometry and Analytic Geometry at the College Level." Ph. D. dissertation, New York University, 1962. Abstract in Diss. Abstracts, [illegible].

Evaluates the relative effectiveness of the deductive and inductive method in relation to understanding of fundamental concepts and development of manipulative skills. Method was not found to be a critical variable.

6935. [illegible]

"A Comparison of the Effect of Two Teaching Techniques in Developing the Functional Competence of College Students in a First Semester Course in Mathematics." Ph. D. dissertation, New York University, 1961. Abstract in Diss. Abstracts, [illegible], 1962.

Compares teaching by means of explanation and illustration with teaching by means of a problematic situation.

6936. WILLIAMS, [illegible]

"A Study of the Effectiveness of Classroom Teaching Techniques Following a Closed-Circuit Television Presentation in Mathematics." Math. Teacher, [illegible], February 1963. Author: Vanderbilt University, Tennessee.

Report on controlled research into classroom procedures which may be used to follow up television presentations given by a "master teacher." Contributes information concerning the interaction of follow-up instructional techniques with mathematical aptitude measures.

SEE ALSO NOS. [illegible]

7. PHYSICAL EDUCATION

(Nos. [illegible])

6937. [illegible], ANTHONY ARTHUR

"A Comparison of the Relative Effectiveness of Two Methods of Soccer Instruction." P.E.D. Dissertation, Indiana University, 1962. Abstract in Diss. Abstracts, 22:4258, 1962.

Compares the game and drill methods of teaching soccer to physical education majors at Purdue University.

6938. [illegible], HAROLD M.

"The ABC's of Testing." Jour. Health, P.E. & Rec., [illegible], May-June 1962. Author: Chairman, Department of Physical Education, Wake Forest College, North Carolina.

"Step-by-step procedure for effective administration of tests: what to do before giving a test, check list of duties during testing, and how to follow up."

6939. BISCHOFF, DAVID C.

"A Skill Grading System Using a Modified Ladder Tournament." Jour. Health, P.E. & Rec., 34:10-11, April 1963. Author: Director of required physical education, University of Massachusetts.

"To alleviate the problem of having to assign skill grades subjectively in certain activities, it is possible by using a skill grading system in conjunction with a modified ladder tournament. . .to assign skill grades in such activities as badminton and handball on an objective and justifiable basis. This system is also most useful for skill test validating. The basic principle of the tournament is that the winning team moves up the court for the next game, and the losing team moves down one. The grading system includes a factor for each day's participation in the tournament so that grades are not based simply on the final outcome."

6940. BROER, MARION R.
"Evaluating Skill." Jour. Health, P.E. & Rec., 33:22-3+, November 1962. Author: Professor of Physical Education, University of Washington and President of Northwest District AAHPER.
"Much has been written on skill evaluation, but there is relatively little to guide the teacher in making an intelligent evaluation of tests discussed in this literature, in constructing tests for a particular situation, or in improving subjective evaluation."
The author explains the concepts of reliability and validity and discusses the problems of feasibility of administration, recording of results, and subjective evaluation. A sample check list for evaluating the forward roll and a rating scale for folk dances is included.

6941. CLIFTON, MARGUERITE A.
"Single Hit Volley Test for Women's Volleyball." Research Quart., 33:208-11, May 1962. Author: University of California at Los Angeles.
"A single hit ball volley test was constructed to evaluate the volleying ability of college women students in volleyball. The test was found to be most valid and reliable when administered from behind a 7 foot restraining line, using the sum of the scores obtained from the first and second trials. Each trial was 20 seconds in length with a rest period of not less than two minutes between trials."

6942. COUCH, GERTRUDE B.
"Critical Issues Relating to the Basic College Health Course in Liberal Arts Colleges." Jour. Health, P.E. & Rec., 34:31+, April 1963. Author: Associate Professor of Health Education, University of Illinois.
This article summarizes the results of a recent survey of 200 colleges offering a liberal arts degree. The survey "attempted to obtain a reasonably comprehensive and valid account of the status of college health education with a minimum of bias." The results revealed that more institutions are dropping the required general course in college health than are adding it.
Suggestions are made for improving both content and teaching methods so that such courses are no longer merely repetitious of secondary school courses but are "realistic, provocative, challenging, and academically acceptable."

6943. DAILEY, LUCILLE; WESSEL, JANET A.; and NELSON, RICHARD C.
"Effectiveness of a Bowling Aid to University Bowling Instruction." Research Quart., 34:136-43, May 1963. Authors: Michigan State University.
Two investigations were conducted to determine the effectiveness of a bowling aid (the Alley Spotting Target) in instruction at the university level. The first was a pilot study using 58 women students, and the second (experimental) study employed 60 men and women students. Analysis of variance techniques showed "the use of this particular bowling aid as employed in both the pilot and experimental study failed to bring about better bowling performance."

6944. DEARBORN, TERRY H.
"A Plan for Pretesting in Health Education." Jour. Health, P.E. & Rec., 35:28-9, February 1964. Author: Associate Professor of Health Education, University of California at Santa Barbara.
"Basic to the effective teaching of a health education course is a survey to reveal the health knowledge of students in each class."
The author presents a guide for scoring, item analysis, distractor analysis, and section analysis in which the students participate in doing the necessary tabulations thus making the task less burdensome for the teacher.

6945. DENTON, BEVERLY
"Use of a Loop on a Tape Recorder." Jour. Health, P.E. & Rec., 34:59-60, November-December 1963. Author: Arizona State University.
How to prepare and use tape loops for counting cadence for exercises and giving commands for repeated drill, thus freeing the teacher to assist individual students.

6946. EVAUL, THOMAS W.
"The Automated Tutor." Jour. Health, P.E. & Rec., 35:27+, March 1964. Author: Chairman, Department of Health Physical Education, and Recreation, American University, District of Columbia, and President, District of Columbia Association for Health, Physical Education, and Recreation.
A description of various types of programed instruction and their potentialities in health and physical education. The author suggests possible uses in activities classes as well as in the professional preparation curriculum.
"The use of this device in health and physical education may do to improve the efficiency and effectiveness of teaching and learning. The challenge is to develop the potentiality of this technique in our field."

6947. HENDRIX, JOHN W.
"Teaching in the Gymnasium." Jour. Health, P.E. & Rec., 35:34-5, February 1964. Author: Associate Professor and Tennis Coach, Ohio State University, and Chief of the AAHPER delegation of the AAHPER - USLTA Joint Committee.
The author describes a system of group instruction followed for two years at Ohio State University in which beginning players undergo a progression of eight drills for twenty hours in the gymnasium before ever going outside on the tennis courts. "In the two years this system has been followed the students appear to be far advanced over those taught with the previous plan of 40 class hours all on outside courts."
"These techniques could enable schools with no tennis courts to provide good tennis instruction in their physical education program."

6948. HEWITT, JACK E.
"Hewitt's Comprehensive Tennis Knowledge Test—Form A and B Revised." Research Quart., 35:147-55, May 1964. Author: University of California at Riverside.
The test has been reduced from 200 to 100 items.
The complete texts of both forms of the test are presented along with scoring keys and grading scales.
Impressive reliability and validity statistics are presented.

6949. McCRAW, LYNN W.
"Principles and Practices for Assigning Grades in Physical Education." Jour. Health, P.E. & Rec., 35:24-5, February 1964. Author: Chairman, Department of Physical and Health Education, University of Texas, and Executive Secretary, Texas Association for Health, Physical Education and Recreation.
"One of the most perplexing problems with which physical education teachers are confronted today is that of evaluating student progress and assigning grades. There are few issues on which there are such divergent views or so much concern and interest. There are almost as many different plans for grading as there are teachers of physical education, but many grading practices are educationally unsound."
The author presents a set of principles, discusses some problems of grading, and offers a proposed plan for grading. He suggests instruments for measuring the components of attitude, skill, physical fitness, knowledge and appreciation, and behavior and the relative weights to be assigned to each component.

6950. McINTYRE, JEAN, and [illegible], DOROTHY
"TV Focus for College Classes." Jour. Health, P.E. & Rec., 33:[illegible], May-June 1962. Authors: Both in Department of Health, Physical Education, and Recreation, Michigan State University.

The authors describe the use of closed circuit television in teaching physical education at Michigan State University. In the fall of 1961, 66 sections (1,135 women students) received instruction by television in foundations of physical education. In the winter quarter two more courses were added: high gymnastics (115 women students in three classes), and social dance (170 men and women students in five classes).

6951. MAND, CHARLES L.
"The Case for a Bold, New Physical Education Experience." Jour. Health, P.E. & Rec., 33:[illegible], September 1962. Author: Associate Professor of Physical Education, Ohio State University.

"The prospect of investigation and the potential elimination of the required activity program is a chronic, festering problem that afflicts college physical education."

The author identifies four relatively common practices of teachers and administrators which contribute to this difficulty and suggests improvements in organization and teaching methods to remedy the existing limitations.

6952. PETERSON, KAY H.
"Tell Them Why." Jour. Health, P.E. & Rec., 34:[illegible], March 1963. Author: Assistant Professor of Physical Education, University of Texas.

"One of the basic shortcomings in the teaching of physical education in our public schools today, ranging from the elementary grades right on through college classes, is the failure on the part of physical educators to communicate to students satisfactory answers for the fundamental question 'why'. This failure fosters an already dubious attitude toward the worth of physical education and effectively lessens or entirely curtails any acknowledgement of worth, to say nothing of generating apathy and even antipathy toward physical education."

The author answers three basic questions: "Why is physical education required, or what is the value of physical education?" "Why are physical and sports skills taught?" "Why is emphasis put on physical fitness in physical education classes?"

6953. PUTNAM, ANNE M., and JERNIGAN, SARA STAFF
"The Fantastic Way to Tennis." Jour. Health, P.E. & Rec., 33:[illegible], February 1962. Authors: (1) Chairman, Department of Physical Education for Women, Arizona State University; (2) Chairman, Department of Physical Education for Women, Stetson University, Florida, AAHPER Vice-President, and Chairman of the Division for Girls' and Women's Sports.

"Fantastic tennis motivates higher interest by providing more active player participation and more knowledge of the court and basic strokes."

Six lead-up games, each covering a different phase of tennis, are arranged in a progressive teaching order. These games can be adapted for large, medium, and small groups of any age level and do not necessarily require a tennis court.

6954. ROBY, FREDERICK B., JR., and REUTER, E. R.
"Weight Control Course." Jour. Health, P.E. & Rec., 33:22-3, March 1962. Authors: (1) Assistant Professor of Physical Education, University of Arizona; (2) Assistant Professor of Physical Education, University of Oregon.

The authors describe a weight control course which they initiated for men in 1957 at the University of Illinois. "Not only do the majority of students lose large amounts of weight during the semester (a 20-25 pound loss per student is not uncommon) but follow-up studies have indicated that most of the students tend to control their weight."

The article presents an outline of advance planning, beginning lessons, exercises, tests and motivational techniques.

6955. [illegible], WILLIAM [illegible], and [illegible], LOUIS [illegible]
"Physical Education and English Team Up for a Cooperative Examination Venture." Jour. Health, P.E. & Rec., 34:[illegible], March 1963. Authors: (1) Director of Physical Education and Assistant to the Dean, California Maritime Academy; (2) English Instructor, California Maritime Academy.

Midshipmen at the California Maritime Academy were asked to answer an essay question on physical fitness as a part of their final English examination. They had been so notified three weeks in advance of the examination, and special materials on physical fitness were made available by the English instructor and by the librarian. Information about physical fitness had also been presented in physical education classes. The physical education and English instructors graded the papers independently, the physical education instructor evaluating for content and the English instructor for mechanics, organization, and overall quality.

It was agreed that the venture "very successfully achieved its additional objective" and "seemed to help students master useful information and communicate relationships effectively."

6956. ULRICH, CELESTE
"The Tomorrow Mind: Implications of Research for Teaching Junior-Senior High School Girls and College Women." Jour. Health, P.E. & Rec., 33:17-[illegible], October 1962. Author: Professor of Physical Education, University of North Carolina at Greensboro.

The author scans some of the more recent knowledge extracted from research and suggests ways in which this knowledge can be applied in terms of improved teaching methods. She refers to research on maturation, cardio-respiratory endurance, the value of isometrics, and warm-up activities, the relation between exercise and weight control, the value of movement as a tranquilizer, the effect of motivation and level of aspiration on performance, the nature of the learning process, the myth of "general motor ability", and others.

She urges that all teachers engage in some type of research, and that administrators allow time for faculty participation in research projects.

6957. [illegible], [illegible], and [illegible], A. [illegible]
"Effectiveness of Three Approaches to College Health Instruction." Research Quart., 33:[illegible], March 1962. Authors: Purdue University, Indiana.

"The investigation was conducted to determine the relative effectiveness of three different approaches to health instruction at the college level. Each of three groups of students was taught by one instructional approach: problem solving, lecture, or discussion. Analysis of initial and final measurements of health knowledge, health attitudes, and health interests through the covariance technique and 't' tests indicated all three approaches were equally effective in the achievement of instructional outcomes."

6958. WEST, EULA LEE
"The Role of Women in the American Society with Implications for the Professional Preparation of Women for Teaching Physical Education in College." Ph. D. Dissertation, New York University, 1961. Abstract in Diss. Abstracts, 22:[illegible], 1962.

A determination by means of the philosophic method of research. Data concerning different phases of women's role were extracted from authoritative literature. Generalized statements were used as the bases for an analysis of educational goals for women. Objectives for physical education were developed, and desired competencies were derived.

6959. WRIGHT, LOGAN, and WRIGHT, PATSY K.
"An Instrument for Evaluation of Skill in Women's Physical Education Classes." Research Quart., 35:69-74, March 1964. Authors: (1) George Peabody College for Teachers, Tennessee; (2) Belmont College, Tennessee.

"The purpose of this study was to develop a forced-choice scale to be used for grading in women's physical education classes. . . . The resulting scale was validated by correlating it with ratings made by trained observers. This produced a validity coefficient of .77." This particular scale was developed for field hockey but could be adapted for other team activities.

SEE ALSO NOS. 2563-2577, 2701-2710, 3810, 3817, 3839, 3866, 3878, 4178, 4417, 4556, 4609, 4613, 4835.

8. PHYSICS
(No. 6060)

6060. GARETT, EDWARD H.
"Physics Teaching: An Anthropological Angle." Amer. Jour. Physics, 31:774-778, October 1963. Author: University of Illinois at Chicago.
In the teaching of physics, behavior patterns are involved as well as factual material. Behavior patterns are susceptible to analysis and, once analyzed, can be taught technically, if it seems desirable.

SEE ALSO NOS. 2578-2588, 2711-2721, 3821, 4477, 4478, 4732, 4734, 4885, 4913, 4931, 5043, 4998, 5053, 5529.

9. PSYCHOLOGY
(Nos. 6061-6071)

6061. BEACH, LESLIE R.
"Use of Instructorless Small Groups in a Social Psychology Course." Psych. Reports, 10:1:209-210, February 1962. Author: Whitworth College, Washington.
"This experiment in instructional method deals with student interaction and student-teacher contact in college learning. More specifically, it involves the use of small, autonomous groups of students working independently of the instructor vis-a-vis the conventional classroom lecture-discussion procedure. . . . Experimental small groups working independently. . .were superior. . .on several measures. This teaching approach was thus more efficient in terms of instructor time and college facilities."

6062. BECHTEL, LELAND POTEMAN
"Comparative Effects of Differentiated Teaching Methods on Certain Personality Characteristics of College Students." Ph. D. Dissertation, New York University, 1963. Abstract in Diss. Abstracts, 24:3199.
Compares the effect of the traditional approach to the interpersonal approach upon beliefs, attitudes, values and adjustments of college students in a course in general psychology.

6063. DE RIVERA, JOSEPH
"Teaching a Course in the Psychology of International Relations." American Psychologist, 17:10:695-699, October 1962. Author: Dartmouth College, New Hampshire.
"What can academic psychologists. . .do to advance the art of international relations?" The author suggests the need for psychology courses in international relations and presents his arguments here.

6064. ERICKSEN, STANFORD C.
"Application of Learning Theory to Teaching of Introductory Psychology." Current Issues in Higher Education, 1963 (No. 5686), 241-242. Author: Professor of Psychology and Director of Center for Research on Learning and Teaching, University of Michigan.
On the assumption that the learning theorist should be, but is not necessarily, a better teacher than someone who is less knowledgeable about the conditions which control behavioral change, the author suggests that "the most important thing we can do to improve the learning of our students is to strengthen the functional use of three powerful M-variables: memory, meaningfulness, and motivation."

6065. GNAGEY, WILLIAM J.
"The Comparative Effects of Small-Group vs. Teacher-Led Discussion Sessions upon Student Achievement and Perception in Educational Psychology." Jour. Educ. Research, 56:28-32, September 1962. Author: Butler University.
The author tested college sophomores in educational psychology classes to find out if small-group discussion sessions were more effective than teacher-led discussion sessions. He reports his findings on student achievement and student satisfaction.

6066. [illegible], CHARLES F.
"Why Not Team Learning?" Jour. Teach. Educ., 13:280-282, September 1962. Author: Professor, Department of Education and Psychology, Dickinson College, Pennsylvania.
Reports on the use of "team learning" in the course in educational psychology at Dickinson College. The principles are discussed which may be helpful to instructors who would like to experiment with team learning.

6067. [illegible], JOHN E.
"The Relationship Between Teaching Methods and Course Objectives in Educational Psychology." Jour. Educ. Research, 57:147-153, December 1963. Author: University of California, Berkeley.
Whether group decision, group discussion, or the lecture, is the best teaching method depends on course goals and specific techniques. "The purpose of this study was to compare the relative efficiency of these methods of teaching elementary educational psychology in creating student change on four indices of the course's objectives."

6068. JONES, MARSHALL R., and LEVINE, DAVID
"Graduate Training for Community Clinical Psychology." Amer. Psych., 18:4:219-223, April 1963. Authors: University of Nebraska.
A description of the graduate training program in clinical psychology at the University of Nebraska.

6069. KATZ, JOSEPH
"New Perspectives on Teaching the Disciplines: Psychology." Current Issues in Higher Education, 1963 (No. 5685), 31-38. Author: Research Coordinator, Institute for the Study of Human Problems.
The author suggests restructuring the typical "introductory" course in psychology to serve better the needs and expectations of those non-majors who come to it hoping to learn more about themselves and about other people. "The outcome of a course in psychology. . .[should be] a notable increase in a student's knowledge of human behavior." He proposes specific methods for accomplishing these objectives which he admits are radical and not generally suitable for traditional institutional and departmental setups.

6070. McQUEEN, ROBERT
"An Experiment in the Teaching of General Psychology." Jour. Educ. Research, 55:372-375, May 1962. Author: Associate Professor of Psychology, University of Nevada.
The author reports on a study to determine which is more effective in college teaching: regular lecture-discussion meetings built around a textbook, or periodic meetings built around extensive "outside reading."

6071. PERLOFF, ROBERT
"Values of Consumers and Psychology in Consumer Psychology." Psych. Reports, 13:3:931-933, December 1963. Author: Purdue University, Indiana.
"An argument is presented for incorporating formally and explicitly the study of consumer behavior in the graduate training program. . . . Illustrative consumer research problems are proposed, including the criteria of advertising and communications effectiveness, the psychological parameters of taste and offensiveness, and investigations dealing with product hierarchies."

6972. [illegible], JOSEPH CLIFFORD
"An Experimental Study of the Efficiency of Two Instructional Methods in Introductory College Psychology." Ph. D. Dissertation, University of Minnesota, 1961. Abstract in Diss. Abstracts, 22:[illegible], 1962.
Compares laboratory and library groups on the attainment of several specific major objectives of an introductory college psychology course.

6973. [illegible], [illegible]
"Graduate Training in Psychology: The Trend in Specialization at the Master's Level." Amer. Psych., 17:[illegible], March 1962. Author: University of Missouri.
"Some psychologists are not able to see any value in offering the Master's degree. Others urge not only that it be offered but that it be more widely diversified. The concern of this report is with the current trend in thinking in this area and with the manner in which the problem is being met by our universities."

6974. WALKER, EDWARD L.
"Utilizing Student Motivation for Mastering Content in Psychology." Current Issues in Higher Education, 1962 (No. [illegible]), [illegible]. Author: Professor of Psychology, The University of Michigan.
The author summarizes his arguments as follows: "Maximum benefit from a course derives from a successful utilization of student motives. To take advantage of them it is necessary to devise flexible procedures for handling the course and for handling the students. An analysis of course goals and the assessment of the unique properties of each tool for meeting these goals provide a framework for such a flexible approach." He also presents a sample matrix or checksheet for use in making such an analysis.

SEE ALSO NOS. [illegible]

D. PROFESSIONAL FIELDS
(Nos. 6975-7020)

1. BUSINESS
(Nos. 6975-6976)

6975. AMOS, JOHN M.
"Educational Aspects of Business Games." Jour. Bus. Educ., 40:61-62, November 1964. Author: University of Tulsa, Oklahoma.
"Business games are a relatively new educational technique--it is a vehicle for reinforcing skills in the application of business concepts and for developing insights into group behavior by observation and analysis of gaming groups." The author explains how the games are organized and conducted.

6976. DANISH, PETER T.
"'Lead Time' in Management Education." Improv. Coll. & Univ. Teach., 10:97-100, Spring 1962. Author: Professor of Management, Loyola University, Illinois.
"Management education will get nowhere. . .unless. . . we know and use laws of learning--that in the guidance and direction of the powers of the student to get along educationally we focalize the motives of management education, and translate into practice the laws of learning, namely, that to learn one must want something, notice something, do something, and get something."

SEE ALSO NOS. 2632-2634, 3735-3736, 3790, 3857, 3986, 3996, 4045, 4414, 4568, 4957, 5013, 5014, 5120, 5317, 5327, 5331.

2. DENTISTRY
(Nos. 6977-7002)

6977. [illegible], GEORGE E.
"Professional School and Preprofessional Preparation." Improv. Coll. & Univ. Teach., 11:[illegible], Spring 1963. Author: Educational Adviser, University of Oregon Dental School.
Concerns dental education. Lucidly interprets the "interdependence of preprofessional and professional education." Suggests that a conference of predental faculty advisers and dental school faculty members might result in "mutual helpfulness and especially for the benefit of students."

6978. [illegible], ROBERT C., JR.
"Use of Auxiliary Personnel in Teaching at the University of the Pacific." Jour. Dental Educ., 26:[illegible], September 1962. Author: Assistant Professor of Operative Dentistry, Director of the Dental Assistants Utilization Program, School of Dentistry, University of the Pacific, California.
Considers some of the problems of teaching dental students to utilize effectively the services of a chairside dental assistant.

6979. [illegible], RAYMOND L., and MERRILL, IRVING R.
"Television in Health Sciences Education: II. The Step Presentation of Dental Technic Instruction." Jour. Dental Educ., 27:[illegible], 1963. Authors: (1) Associate Professor and Chairman, Crown and Bridge Section, Division of Prosthodontics, School of Dentistry, San Francisco Medical Center, University of California; (2) Director of Television Research, San Francisco Medical Center, University of California.
Reports on a study to establish the value of television as an instructional medium. Evaluates the teaching of crown preparation.

6980. CROCKETT, WILLIS D.
"Laboratory Teaching: A Critique." Jour. Dental Educ., 27:156-58, 1963. Author: Associate Professor of Operative Dentistry, Medical College of Virginia.
Presents suggestions for teaching dental laboratory courses. Discusses the nature of laboratory teaching.

6981. GERAGHTY, DONALD M.
"Analysis of Objective Type Testing in the Dental Curriculum." Jour. Dental Educ., 26:120-36, 1962. Author: Instructor in Operative Dentistry, and Assistant to the Director of Clinics, School of Dentistry, University of California.
This paper covers a study of 200 objective examinations of various types, covering several areas in the dental curriculum.

6982. GERAGHTY, DONALD M.
"Analysis of Objective Type Testing in the Dental Curriculum." Jour. Dental Educ., 27:124-32, 1963. Author: See No. 6981.
This is an analysis comparing the "typical" objective type examination item and a specific learning area item. This article supplements one in Vol. 26, 1962.

6983. GILMORE, H. WILLIAM
"A Method of Teaching Ultraspeed Instrumentation to Undergraduate Students." Jour. Dental Educ., 27:318-22, 1963. Author: Associate Professor and Chairman of the Department of Operative Dentistry, School of Dentistry, Indiana University.
"The purposes of this paper are to present a method of teaching ultraspeed tooth reduction and to offer a few advantages for employing the system".

4984. GRANT, THEODORE S., et. al.
"Television in Health Sciences Education: I. Effectiveness of Television within the Dental Laboratory." Jour. Dental Educ., 26:186-93, 1962. Author: Director of Clinics and Associate Clinical Professor of Oral Roentgenology and Oral Biology, School of Dentistry, San Francisco Medical Center, University of California.

Presents the results of a study on the retention of knowledge about certain laboratory procedures taught by television.

4985. GROSSMAN, LOUIS I.
"Reflections on Teaching." Jour. Dental Educ., 27:211-213, 1963. Author: Professor of Oral Medicine, School of Dentistry, University of Pennsylvania.

Presents basic ideas on teaching which the author feels will enhance the outcome of instruction.

4986. GROSSMAN, LOUIS I.
"The Lecture as a Means of Teaching." Jour. Dental Educ., 27:214-17, 1963. Author: See No. 4985.

Discusses the values and pitfalls in using the lecture method of teaching. Introduces visual aids and mnemonic aids.

4987. HARRISON, JAMES D.
"The Use of Programmed Instruction in the Teaching of Dental Students." Jour. Dental Educ., 27:40-47, 1963. Author: Director of the Department of Crown and Bridge Prosthodontics, School of Dentistry, St. Louis University, Missouri.

Contains information on using programmed instruction as well as examples of exercises used in a special study.

4988. [illegible], BOYCE
"A Look at Teaching Methods Used in the United States Air Force." Jour. Dental Educ., 27:363-368, 1963. Author: Professor of Education and Sociology, Air University, Maxwell Air Force Base, Alabama.

Discusses the plan and basic methods used in the Air University's academic instructor course for increasing the effectiveness of instructional personnel.

4989. MASSLER, MAURY
"The In-service Teacher Education Program at the University of Illinois, College of Dentistry." Jour. Dental Educ., 27:348-353, 1963. Author: Professor and Head of the Department of Pedodontics and Director of Postgraduate and Teacher Education, College of Dentistry, University of Illinois.

Reports on the use of committees, workshops, and conferences for in-service training. Considers the training in the framework of four stages of development.

4990. MEDINA, JOSE E.
"Clinical Operative Dentistry Teacher's Responsibility for Correlation of Biological and Clinical Sciences." Jour. Dental Educ., 26:228-231, 1962. Author: Professor and Head, Department of Operative Dentistry, Baltimore College of Dental Surgery, Dental School, University of Maryland.

"The clinical teacher has great responsibility in correlating and integrating the biological sciences."

4991. NEIDLE, ENID A., and HAMPEL, CHESTER W.
"Teaching of Physiology in Dental Schools." Jour. Dental Educ., 27:241-46, 1963. Authors: (1) Associate Professor, and (2) Chairman and Professor, Department of Physiology and Pharmacology, New York University College of Dentistry.

Reports the results of a survey which includes teaching methods and the conduct of laboratory work. Also reports on visual aids and programed instruction.

4992. [illegible], ERNEST
"Role of a Laboratory Course in Teaching Biochemistry to Dental Students." Jour. Dental Educ., 26:368-73, December 1962. Author: Lecturer in Biochemistry and Pedodontics, School of Dentistry, University of California.

Discusses some new methods for the use of a laboratory in the teaching of basic sciences. Proposes a plan to take into consideration variations in students' backgrounds.

4993. O'BRIEN, WILLIAM J., and RYGE, GUNNAR
"Programmed Learning--Psychology and Application." Jour. Dental Educ., 27:220-226, 1963. Authors: (1) Instructor in the Department of Dental Materials, and Professor-(2) Chairman of the Department of Dental Materials, both School of Dentistry, Marquette University, Wisconsin.

Presents an experimental procedure and results for a program on corrosion used at Marquette University.

4994. [illegible], ALFRED L.
"The Clinical Teacher's Responsibility for the Correlation of Biological and Clinical Sciences: Periodontics and Endodontics." Jour. Dental Educ., 27:37-38, 1963. Author: Associate Professor, Department of Periodontics and Endodontics, School of Dentistry, University of Washington.

Discusses avenues of constructive change in patterns of teaching. Emphasizes the treatment seminar.

4995. [illegible], MICHAEL T.
"Television in Dental Education." Jour. Dental Educ., 26:418-33, December 1962. Author: Professor of Operative Dentistry and Coordinator of Television, Medical Center, University of Kentucky.

Presents the results of an extensive study on the use of television as a medium of education by dental schools in the United States. Covers history, design, cost, personnel, and applications.

4996. [illegible], IRVING
"Seminar Type Treatment Planning Course at the University of California." Jour. Dental Educ., 26:289-92, September 1962. Author: Clinical Instructor, University of California, School of Dentistry.

Discusses the technic of role-playing for the development of a treatment plan that will fit each individual case.

4997. [illegible], HARVEY W., JR.
"Factors Influencing Motivation in a Preclinical Technic Course." Jour. Dental Educ., 26:278-81, 1962. Author: Assistant Professor of Dentistry, School of Dentistry, University of Michigan.

Discusses and presents data on the teaching of dental technics in an experimental course.

4998. SCHUCHARD, ALFRED E.
"Instruction in the Use of Ultra-High Speed Cutting Technics at the Undergraduate Level." Jour. Dental Educ., 27:323-326, 1963. Author: Associate Professor of Operative Dentistry and Chairman of the Division, School of Dentistry, University of California.

Reports on the results of studies made at the University of California. Main concern is about the ability of the student to control the instrument.

4999. SHANKLE, R. JACK
"Communication in the Teaching of Endodontic Therapy." Jour. Dental Educ., 26:164-72, 1962. Author: Professor, Department of Operative Dentistry, School of Dentistry, University of North Carolina.

This paper discusses the preparation and execution of several methods which have been found successful in teaching endodontic therapy. Emphasizes the use of the overhead projector and closed-circuit television.

7000. [illegible], [illegible] E., and [illegible], [illegible] F.
"Evaluation of an Automated Method for Teaching Instruction of Dental Students." Jour. Dental Educ., 27:[illegible], 1963. Authors: (1) Professor and Chairman, Clinical Division of [illegible], School of Dentistry, Indiana University; (2) Associate Professor of Otolaryngology, Director of Speech and Hearing, and Director of the School of Communication Disorders, Otolaryngological Institute, McGill University, Canada.
Indicates the advantages of automated instruction and shows it to be as effective as conventional methods. Used tape recorder and slide projection.

7001. [illegible], JOHN
"A New Teaching Model for Preclinical Instruction." Jour. Dental Educ., 27:[illegible], 1963. Author: Assistant Professor, Department of Fixed Partial Dentures, School of Dentistry, University of Washington.
Discusses the construction and use of a model of the human jaws and teeth to be used in teaching.

7002. [illegible], GEORGE H.
"Teaching Procedures in Dental Schools in the United States--A Comparative Study of Basic Science Courses and Clinic-related Disciplines." Jour. Dental Educ., 27:[illegible], 1963. Author: Professor and Chairman of the Graduate Department of Orthodontics, College of Dentistry, Baylor University, Texas.
A study of teaching procedures in dental schools over the past fifteen years. "Dogmatism seems to reign supreme, though there are evidences to show that greater democracy in the classroom is being employed." Examines 18 teaching procedures.

SEE ALSO NOS. [illegible]

3. ENGINEERING
(Nos. 7003-7005)

7003. [illegible], ALVIN C.
"Engineering the Teaching of Engineering." Jour. Eng. Educ., 53:[illegible], January 1963. Author: Vice President and Director, Fund for the Advancement of Education.
"These are only representative ways in which the engineering college program could be modified, if modern tools of learning based upon sound psychological principles were utilized." Five principles are discussed.

7004. [illegible], A. A.
"Teaching Aids for Process Design." Jour. Eng. Educ., 54:225-9, January 1963. Author: Professor of Industrial Engineering, Rutgers, The State University, New Jersey.
"The modern metal processing laboratory provides a veritable gold mine of visual aids as the machine shop did before it." Suggestions for several experiments are given.

7005. [illegible], GLEN W.
"Semi-Notes: An Aid for the Engineering Lecture." Jour. Eng. Educ., 53:182-85, January 1964. Author: Associate Professor of Mechanical Engineering, Oklahoma State University.
"Incomplete notes, termed 'semi-notes' are prepared on multilith or mimeograph and distributed to the students at the beginning of the lecture." Advantages are cited and examples given.

SEE ALSO NOS. 2630-2653, 3744-3756, 3790, 3851, 3862, 3900, 3909, 3916, 3923, 3927, 3929, 3972, 3973, 3992, 4052, 4073, 4144, 4306, 4307, 4308, 4387, 4540, 4552, 4560, 4659, 4672, 4722, 4731, 4839, 4840, 4931, 4932, 5016, 5023, 5024, 5042, 5573, 5482, 6460, 6503, 6530, 6590, 6618.

4. LAW
(Nos. 7006-7010)

7006. [illegible], THOMAS A.
"Notes on the Teaching of Jurisprudence." Jour. Legal Educ., 15:[illegible], No. 1, 1962-3. Author: Professor of Law, Rutgers University, New Jersey.
"It is my hope that these notes may be useful in aiding the development of a law curriculum that takes more adequate account of this wider conception of the legal process." Author discusses several methods of teaching jurisprudence.

7007. [illegible], [illegible]
"On the Conduct of a Seminar in the Administration of Criminal Justice." Jour. Legal Educ., 15:[illegible], No. 1, 1962-3. Author: [illegible], Professor of Law, Harvard University, Massachusetts.
Author reports on success of using debate techniques in teaching seminar to advanced law students.

7008. [illegible], LAWRENCE
"[illegible]: The Staged - Incident Methods." Jour. Legal Educ., 15:[illegible], No. 4, 1962-3. Author: Associate Professor of Law, Ohio State University.
The author reports on his staged-incident method of teaching.

7009. [illegible], THEODORE A.
"The Pervasive Approach on a Large Scale--'The Vanderbilt Experiment'." Jour. Legal Educ., 15:[illegible], No. 4, 1962-3. Author: Professor of Law, Vanderbilt University, Tennessee.
The author discusses the attempt to infuse legal education more thoroughly and systematically with professional responsibility at Vanderbilt University.

7010. [illegible], J. THOMAS; [illegible], GEORGE H.; [illegible], CHARLES R.; and [illegible], PHILLIP H.
"Comparison of a Linear Program in Radiation Protection with a Traditional Lecture Presentation." Jour. Med. Educ., 39:1079-82, December 1964. Authors: (1) Associate Professor of Psychology, Louisiana State University in New Orleans; (2) Others at Tulane University School of Medicine.
Two experiments to test the effectiveness of a linear program on radiation protection show the programed text to be equally as effective as lecture presentation to advance medical students. Modifications suggested to enhance adequacy.

SEE ALSO NOS. 3790, 4575, 4671, [illegible], [illegible], 5573, 6562, 6578.

5. MEDICINE
(Nos. 7011-7015)

7011. [illegible], JAMES W.
"Television: Growing Pains of a New Teaching Medium." Jour. Med. Educ., 39:1107-13, December 1964. Author: Executive Director, Institute for Advancement of Medical Communication, Bethesda, Maryland.
"The rush to television in medical teaching may be more apparent than real." Investigation of use of television in medical schools, its acceptance, its usefulness as a teaching tool, and current adaptations.

7012. RASINSKI, EDWIN F., and MILLER, GEORGE E.
"A Study of Medical School Faculty Attitudes." Jour. Med. Educ., 37:112-123, February 1962. Authors: (1) Director of Research in Medical Education, Medical College of Virginia; (2) Director of Research in Medical Education, University of Illinois College of Medicine.

Report on The Project in Medical Education at the University of Buffalo to determine whether an increased awareness among medical teachers of fundamental educational principles could make any substantial contribution to the quality of medical teaching and learning. Compares instructor attitudes at seven medical schools. Discusses autocratic vs. democratic attitudes.

7013. SAMSON, FREDERICK E.

"Utilizing Television for Laboratory Experiments in Physiology." Jour. Med. Educ., 39:780-4, August 1964. Author: Professor and Chairman, Department of Comparative Biochemistry and Physiology, University of Kansas.

Report on an investigation of time saving by the use of closed-circuit TV demonstrations. Discusses results of several projects, faculty feelings, and advantages, disadvantages, and hazards in learning operating procedural skills.

7014. SEEGAL, DAVID

"Teaching Medical Students to Teach." Jour. Med. Educ., 39:1130-7, November 1964. Author: Emeritus Professor of Medicine, Columbia University College of Physicians and Surgeons, New York.

"Inadequate effort is being expended to educate the medical student for his future responsibilities as a teacher." Offers suggestions how the preceptor may stimulate teaching potential by instilling education principles in his students.

7015. TAYLOR, CALVIN W.; PRICE, PHILIP B.; RICHARDS, JAMES M. JR.; and JACOBSEN, TERRY L.

"An Investigation of the Criterion Problem for a Medical School Faculty." Jour. App. Psych., 48:294-301, October 1964. Authors: All at the University of Utah.

Through various techniques and sources 80 criterion measures of on-the-job performance of 102 full-time college of medicine faculty members were developed and analyzed.

SEE ALSO NOS. 2663-2665, 2717-2719, 2790, 3866, 3917, 3981, 4075, 4079, 4139, 4309, 4317, 4320, 4366, 4375, 4382, 4414, 4598, 4601, 4618, 4635, 4646, 4862, 4872, 4948, 4985, 4987, 5132, 5419, 5422, 5508, 5573, 5582, 5658, 6272, 6322.

6. NURSING

(Nos. 7016-7017)

7016. [illegible], RUTH E.

"Is Television the Answer?" Amer. Jour. Nursing, 64:77-79, January 1964. Author: Chief, Public Health Nursing Section, North Carolina State Board of Health.

Television offers unlimited possibilities in education, but nursing must study and learn to use this medium more widely and more effectively.

7017. SCHMIDT, HERMANN O.; FONDA, CHARLES P.; and [illegible], JOHN G.

"A Seminar Approach for Liberating the Therapeutic Potential of Nurses and Psychiatric Aides: An Exploratory Study." Psych. Reports, 10:1:23-30, February 1962. Authors: Norwich State Hospital (not further identified).

"This study demonstrated the efficacy of small discussion groups in effecting a rapid reduction of custodial orientation in nurses and charge aides. The results for regular aides were anomalous or nonsignificant."

SEE ALSO NOS. 2663-2665, 2768, 2790, 4079, 4139, 4317, 4336, 5132, 5411, 5573, 6456.

7. PHARMACY

(Nos. 7018-7020)

7018. [illegible]

"New Laboratory Exercises, Procedures, or Methods in Pharmacy Administration." Amer. Jour. Pharm. Educ., 27:478-9, Summer 1963. Author: University of the Pacific, California.

The author suggests a field project to supplement the usual methods of teaching pharmacy students about working with nonprofessional sales personnel.

7019. TAYLOR, [illegible]

"A Practical, Thin-Layer Chromatography Technique for an Undergraduate Pharmacognosy Laboratory." Amer. Jour. Pharm. Educ., 28:205-210, Spring 1964. Author: Chairman and Associate Professor, Department of Pharmacognosy, College of Pharmacy, University of Tennessee.

A practical TLC technique which is ideally suited for use in an undergraduate pharmacognosy laboratory is presented.

7020. VAN HORNE, ROBERT L.

"Suggestions for Updating the Teaching of Pharmacognosy." Amer. Jour. Pharm. Educ., 26:496-501, Fall 1962. Author: Dean, School of Pharmacy, Montana State University.

The author suggests an integrated lecture-experiment-seminar type of course and gives the advantages he thinks will accrue.

SEE ALSO NOS. 2761-2767, 3858, 3894, 4178, 4317, 4380, 4401, 4601, 4912, 4913, 4956, 5008, 5573, 6522, 6578, 6585.

8. THEOLOGY

SEE ALSO NOS. 2790, 5261, 5397, 5573.

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